The LIBRARY *of* CONGRESS
Information Bulletin

Vol. 60, No. 4 April 2000

Born in Slavery: Slave Narratives Online

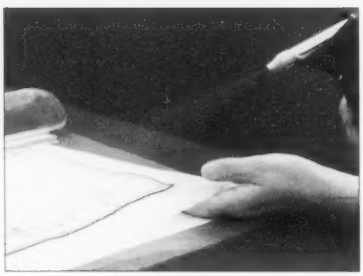
The LIBRARY *of* CONGRESS

Information Bulletin

Vol. 60, No. 4 April 2001

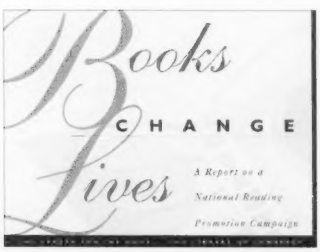
JAMES H. BILLINGTON
Librarian of Congress

74



77

82



98

On the Cover: At age 94, Charley Williams (pictured with his granddaughter) described his life in slavery to archivists working for the Federal Writers' Project in the 1930s.

Cover Story: A new American Memory collection contains thousands of conversations and photographs of former slaves. 86

Everybody Wins: First Lady Laura Bush visited the Library to promote literacy. 71

Beyond Words: A traveling exhibition of photos that celebrate libraries is now available. 71

RLP 2001: Congress has funded the Russian Leadership Program for fiscal year 2001. 72

IG Appointed: Dr. Billington has named a new inspector general. 73

Ralph Bunche's Odyssey: Groundbreaking peacemaker Ralph Bunche was the subject of a film premiere and symposium. 74

Lafayette's Legacy: The Library has purchased maps of the 1824-25 visit to America by the Marquis de Lafayette. Our Conservation Corner highlights their preservation. 76

Pan-American Policy: The Library and the Woodrow Wilson Center cosponsored a symposium on public policy in the Americas. 80

Rocketeer: NASA engineer Aprille Ericsson-Jackson delivered the keynote address for the Library's Women's History Month. 82

Life Lines: The Library and the Women's Learning Partnership sponsored a conference of the literature of women's human rights. 83

Federal Awards: The Federal Library and Information Center presented national awards for federal librarianship. 84

Traveling Culture: A new collection on Circuit Chautauqua is available on the American Memory Web site. 85

International Law: The Law Library of Congress has launched a series of programs on foreign legal research. 96

Images of Identity: A recent conference at the Library examined the perception of Africa in historical writing through the years. 97

News from the Center for the Book 98

The *Library of Congress Information Bulletin* (ISSN 0041-7904) is issued 11 times a year by the Public Affairs Office of the Library of Congress and distributed free of charge to publicly supported libraries and research institutions, academic libraries, learned societies and allied organizations in the United States. It is also available on the World Wide Web at www.loc.gov/today.

Research institutions and educational organizations in other countries may arrange to receive the *Bulletin* on an exchange basis by applying in writing to the Library's Director for Acquisitions and Support Services, 101 Independence Avenue S.E., Washington DC 20540-4100. All other correspondence should be addressed to the *Information Bulletin*, Public Affairs Office, Library of Congress, 101 Independence Ave. S.E., Washington DC 20540-1610, e-mail lcib@loc.gov.

GUY LAMOLINARA, Editor
JOHN H. SAYERS, Designer
AUDREY FISCHER, Assignment Editor

Laura Bush Celebrates Reading

First Lady Speaks at Library in 'Everybody Wins' Program

First lady Laura Bush, joined by Sens. James Jeffords (R-Vt.) and Ted Kennedy (D-Mass.), Dr. Billington and journalist Bob Woodward, spoke out on behalf of literacy, reading and libraries at the Library on March 20.

NBC Television's Barbara Harrison moderated the event, which was cosponsored by the Library's Center for the Book and Everybody Wins! D.C., the largest literacy mentoring program in the Washington metropolitan area. The evening's theme was "Celebrating the Children of Our Nation's Capitol."

In his introduction of Mrs. Bush, Dr. Billington praised her "quiet, persistent and effective way of supporting education and what is best about Americans," noting that "we have much to learn from her example and her determination."

Mrs. Bush praised the one-on-one tutoring program of Everybody Wins! D.C. and called attention to the president's plans to emphasize education and reading.

Other speakers in the program, which was filmed by C-SPAN for weekend viewing on Book-TV, included Center for the Book Director John Y. Cole, Joanie Chase and Mary Salander of Everybody Wins! D.C., and Nick Chabraja, chairman and CEO of General Dynamics, an Everybody Wins! D.C. participant and supporter.

Paul Hogroian

Sen. Edward Kennedy (D-Mass.), Dr. Billington, and First Lady Laura Bush were among the many who attended the Everybody Wins! D.C. and Center for the Book program and reception.

Everybody Wins! D.C. was launched by members of the House and Senate in 1995 with 40 volunteers reading to students in two schools on Capitol Hill. Today more than 1,400 children are being served in schools throughout the region, and more than 400 congressional staff and several members of Congress, including Sens. Jeffords and Kennedy, read in the program each week.

Everybody Wins! is one of the Center for the Book's 90 national reading promotion partners. This was the seventh reading promotion event sponsored by the Center for the Book in 2001. ◆

'Beyond Words: Celebrating America's Libraries' Traveling Exhibition Opens

Kristin Baker of Liverpool, N.Y., grand prize winner in the "Beyond Words: Celebrating America's Libraries" photography contest, shows her prize-winning photograph to John Y. Cole, director of the Center for the Book in the Library of Congress. Ms. Baker's entry is featured in a traveling exhibition of 21 prize-winning photographs from the contest that is now available from the American Library Association (ALA). The exhibition opened during the ALA Midwinter meeting in Washington on Jan. 12, 2001, when this photograph was taken. A trip to Washington and visit to the Library of Congress were part of the grand prize. The photographs in the exhibition, taken by professional and amateur photographers, depict citizens of all ages using libraries. Each was a winner in the contest, which was sponsored in 1999 by ALA and the Library of Congress with underwriting from Ingram Library Services Inc. (see *Information Bulletin*, July 1999). The winning photos in the contest, which was a Library of Congress Bicentennial project, were displayed at ALA's annual conference in New Orleans, June 24-30, 1999.

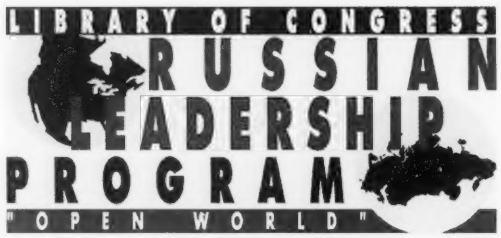
Oscar and Associates Inc.

Two copies of the traveling exhibit, which is cosponsored by ALA and the Center for the Book in the Library of Congress, are available for three-week display periods. For further information contact ALA Public Programs Office, 50 E. Huron St., Chicago, IL 60611; telephone: (800) 545-2433, press 1 x5053; fax: (312) 944-2402; e-mail: bbarrera@ala.org. ◆

Russian Leadership Program 2001

Congress Approves Nearly $10 Million to Fund New Center to Manage Exchange Program

The Librarian of Congress has announced that Congress has provided $9.978 million in fiscal year 2001 funding for the Russian Leadership Program (RLP) and has authorized the creation of a Center for Russian Leadership in the legislative branch to implement the unique exchange program.



The RLP is a nonpartisan initiative of the U.S. Congress designed to foster a mutual exchange of ideas and opinions among political leaders and citizens of Russia and the United States. Since 1999, 3,650 Russian leaders, including 150 members of the Russian Parliament, have been hosted in the United States for seven- to 10-day visits under the auspices of the RLP. Congress asked the Library to administer the RLP for each of its two years as a pilot program.

Public Law 106-554 established the Center for Russian Leadership within the legislative branch to continue the mission the RLP has conducted on a pilot basis for two years: enabling emerging political leaders of Russia at all levels of government to gain significant, direct exposure to the American free-market system and the operation of American democratic institutions through visits to governmental institutions and communities at comparable levels in the United States.

The chief sponsor of the Center legislation is Sen. Ted Stevens (R-Alaska). Sen. Stevens also sponsored the legislation that originated the RLP pilot program in 1999.

"Dozens of my colleagues in the Senate and the House have hosted their Russian counterparts under the auspices of the RLP and have seen firsthand the unique opportunity that the RLP provides to improve relations with a new generation of Russian political leaders," said Sen. Stevens. "I am proud to have sponsored all the authorizing legislation for the program and look forward to helping the Library shape the transition to the new Center for Russian Leadership."

"The RLP's managers, hosts and participants are honored that Congress has chosen to continue to support the RLP," said Dr. Billington. "The creation of the center is the culmination of our efforts to establish lasting, mutually beneficial relations between members of Congress and other American political and civic leaders and their counterparts among Russia's emerging leadership."

The center will be independent of the Library of Congress, but the Library is authorized to provide space and support services to the center on a reimbursable basis. The $9.978 million appropriated by Congress in fiscal year 2001 will finance this year's RLP exchanges under the current "Open World 2000" exchange model administered by the Library. The appropriation will also fund the transition to the new center.

In addition to the public funding provided by Congress, the center will solicit contributions from the private sector to ensure the long-term continuation of the RLP. "Creation of the center allows the Russian Leadership Program to draw more effectively upon the resources of the private sector," said former Rep. James W. Symington, chairman of the RLP's Advisory Committee. "Private sector leaders will play an important role not only in contributing funds, but also in providing guidance to the center's management and participating in the program." (A list of Advisory Committee members follows.)

The first step in establishing the center is the appointment of a Board of Trustees. The center's board will include nine members, two to be appointed by the U.S. Senate, two by the U.S. House of Representatives and four by the Librarian of Congress, who will also serve on the board.

Although it will take several months for the RLP to make the transition to the center, Dr. Billington held discussions in Moscow in December with Speaker Gennady Seleznyev and other leaders of the Russian Duma on exchange priorities for the coming year. "There seems to be general agreement on placing emphasis on the rule of law and on providing exchange opportunities not only for legislators, but also for judges, prosecutors and others responsible for law enforcement and administration," said Dr. Billington.

The RLP was proposed by Dr. Billington, a leading historian of Russian culture, who suggested that Russia could benefit from a program similar to the post-World War II Marshall Plan, which brought groups of emerging young German leaders to the United States. "The participants in that program are a Who's Who of those who crafted Germany's democratic government after World War II," he said.

The U.S. Congress appropriated $10 million to the RLP in both fiscal year 1999 (PL 106-31) and fiscal year 2000 (PL 106-113) and established the pilot program in the Library of Congress. The American Councils for International Education: ACTR/ACCELS has managed the logistical aspects of the program on behalf of the Library.

The RLP "Open World" program was created in 1999 with the esteemed Russian academician Dmitry Likhachev as co-chairman. In its first two years, the RLP brought a wide range of new Russian leaders to the United States. The program selected participants from 88 of 89 Russian regions and from all levels of leadership: national, regional and local. The Russian leaders were hosted in 46 states and the District of Columbia by nonprofit and govern-

continued on page 73

Library Names New Inspector General

Karl Schornagel Appointed

The Librarian of Congress has appointed Karl W. Schornagel as inspector general, effective March 12.

Mr. Schornagel was most recently a senior auditor in the Office of the Inspector General in the Department of Commerce and project manager for evaluations of information technology resources. In this position, he planned and conducted complex financial, programmatic and information-technology reviews. Recent studies for which Mr. Schornagel has been recognized with his agency's silver and bronze medals of commendation have included an assessment of the acquisition and management of multibillion-dollar satellite systems and a multi-agency analysis and correction of Y2K deficiencies.

Lisa Whittle

Karl Schornagel

"Karl Schornagel brings to the Library of Congress a wealth of experience in evaluating federal government programs," said Dr. Billington. "His more than 21 years of experience in this field make him amply qualified for his new role as the Library enters its third century of service to Congress and the nation." Mr. Schornagel will report to Dr. Billington.

"I strongly support the mission of the Library of Congress, and I look forward to making significant contributions to its continued success," said Mr. Schornagel. "It is an honor to be given this opportunity."

Mr. Schornagel began his career in 1979 as a junior auditor in the Treasury Department's Financial Management Service. Since joining the Department of Commerce in 1985, he has served in various positions within the Office of the Inspector General, including director of the divisions of Automated Information Systems Audits, Economic Affairs Audits and Financial Management Audits. As Director of Quality Assurance, Mr. Schornagel established policy related to Government Accounting Office auditing standards and conducted internal quality reviews of compliance with audit and inspection standards.

A certified public accountant in Virginia and a member of the American Institute of Certified Public Accountants, Mr. Schornagel has completed more than 1,000 hours of specialized technical and management training related to auditing. He holds a bachelor of science degree in business administration from George Mason University. ◆

RLP

continued from page 72

mental organizations with expertise in operating exchange programs, including the American Foreign Policy Council, the Center for Democracy, the International Republican Institute, the National Democratic Institute for International Affairs, Rotary International, the Russia Initiative of the United Methodist Church, the Friendship Force, Peace Links, Meridian International Center and the International Institute of the U.S. Department of Agriculture Graduate School.

"Open World 2000" brought 92 State Duma deputies—more than 20 percent of the Russian State Duma—and 14 Federation Council members to the United States. The parliamentary delegations were grouped by area of interest, including defense, national security, rule of law, federalism, environment and energy. A member of Congress or a governor hosted each parliamentary delegation, whose members traveled to Washington for high-level meetings and to their congressional or gubernatorial host's home state or district for site visits, briefings and roundtables. Twenty-one U.S. representatives, four U.S. senators and five governors served as RLP hosts. "The RLP provides an opportunity for those who participate in our democratic process to offer insight on a one-on-one basis with our Russian counterparts," said Sen. Stevens.

In 2000, the Russian Leadership Program also sponsored 10 RLP alumni conferences in cities across Russia to hear directly from participants about ways to strengthen the program, and to put RLP participants throughout Russia in better touch with each other. In a survey conducted among the 1999 participants attending the conferences, almost half of the respondents reported that the scope of their professional responsibilities had increased, and 26 percent reported that their employment status had risen since their RLP participation.

The RLP owes much of its success to date to the support of the U.S ambassador to the Russian Federation, James F. Collins, and to the work of his dedicated embassy staff. "The Russian Leadership Program represents a remarkable achievement of public diplomacy," said Ambassador Collins. "The new Center on Russian Lead-

Advisory Committee Members

Appointment by the Majority Leader
Sen. Bill Frist

James W. Symington
Chairman, Advisory Committee
Russian Leadership Program

Raydean Acevedo
President and Chief Executive Officer
Research Management Consultants Inc.

Vance D. Coffman
Chairman and Chief Executive Officer
Lockheed Martin Corp.

Mark Albrecht
President, International Launch Services

Ambassador Frank C. Wisner
Vice Chairman
American International Group Inc.

Archie Dunham
Chairman, President and Chief Executive Officer, Conoco Inc.

Sam Nunn
King & Spaulding

John E. Pepper
Chairman of the Board, Procter & Gamble

George F. Russell Jr.
Chairman, Frank Russell Co.

George Soros
Chairman, Soros Fund Management

The Legacy of Ralph Bunche

Library Hosts Film Premiere and Symposium

By CHARLYNN SPENCER PYNE

The great peacekeeper Ralph Bunche was the subject of two days of events at the Library.

First was the Washington premiere of the documentary film "Ralph J. Bunche: An American Odyssey," on Jan. 31, and the following morning a symposium was held on the legacy of Bunche (1903-1971).

The film was produced by independent filmmaker William Greaves, who presented archival copies of the film to Dr. Billington during the premiere and to DeTannyia M. Towner from the D.C. Humanities Council during the symposium. (The film was later aired on PBS in the Washington area on Feb. 2.) The symposium was moderated by Ambassador Donald McHenry, former United Nations permanent representative, and panelists included Brian Urquhart, former U.N. undersecretary general and author of *Ralph J. Bunche, An American Life* (1993), on which the film was based; Benjamin Rivlin, former Bunche assistant and editor of *Ralph Bunche: The Man and His Times* (1990); Robert Edgar, professor of African studies at Howard University and editor of *An African-American in South Africa: The Travel Notes of Ralph J. Bunche in South Africa, 1937* (1992); and Ronald Walters, a professor in the Department of Government and Politics at the University of Maryland and former chairman of the Political Science Department at Howard University.

© Dan Weiner, courtesy of Sandra Weiner

Ralph Bunche in 1949

In welcoming the audience to the film presentation, Dr. Billington noted that the evening was indeed special "because of the character of the man whom we are here to celebrate." He continued: "Ralph Bunche was the first person of color anywhere in the world to win the Nobel Peace Prize [in 1950]. ... A black American, he was a fiercely dedicated international civil servant who never wished for either the limelight or reward for the extraordinary services he rendered to the United Nations—as the guiding spirit of the U.N. trusteeship provisions; as a mediator on the Island of Rhodes during the first Palestine crisis, for which he received the Peace Prize; as the organizer of the immensely complicated U.N. operations in the Congo Katanga crisis; and for ensuring, almost singlehandedly, that peacekeeping operations became part of the [work of the] United Nations. ... He was truly a man of great vision who expressed it through action."

Charlynn Spencer Pyne

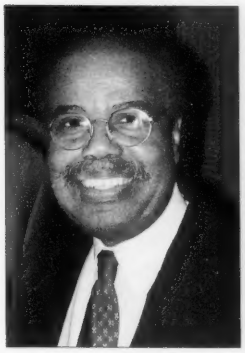
William Greaves introduces DeTannyia Towner of the D.C. Humanities Council. An archival copy of Mr. Greaves's film on Ralph Bunche was given to the Humanities Council as well as the Library.

In his opening remarks, Ambassador McHenry noted that, while there are those who say that Bunche's greatest contribution was in peacekeeping, he believes it was in the area of decolonization. "The [U.N.] charter was a compromise when it came to decolonization. The British, French and colonial powers had no intention in 1945 of granting independence to those countries under their control. ... The compromise was to separate the so-called trusteeship system [which Bunche was very instrumental in writing] from the so-called non-self-governing system. The former would be more progressive, [with] considerable international oversight, and the goals would be self-government or independence. ... In the non-self-governing territories section [of the U.N. Charter] those provisions do not exist."

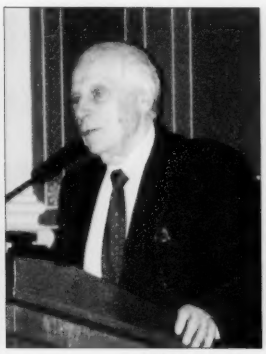
The goal is to promote self-government not independence. Mr. McHenry continued: "Even though there was a compromise of the trusteeship system, the precedents set in the trusteeship system would soon lead to the same kinds of changes and oversight for most of the colonies [under the non-self-governing system]. ... And when I think of Bunche, it is this pioneering work in terms of the oversight of the international community for those persons who were not yet governing themselves that I think history will say he had his greatest impact."

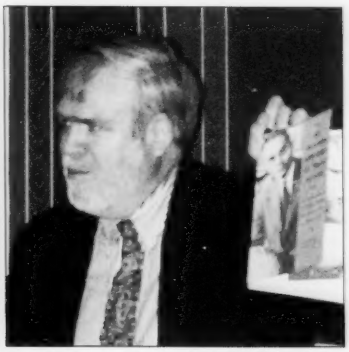
Mr. Urquhart, the first panelist, noted: "Bunche was a very unusual public figure. He liked getting things done, but deeply despised and disliked taking credit for them. So the efforts that he pioneered are still well known to us—civil rights, peacekeeping, decolonization—while he has virtually disappeared, which is exactly what he wanted."

Mr. Urquhart continued: "Bunche was an intellectual in action. He started as a distinguished academic—he graduated with honors from UCLA, earned his Ph.D. from Harvard and [established] the Political Science Department at Howard University [in 1928]—and turned his brilliant intellect more and more toward problems he felt needed solving: First, civil rights and race relations in this country. Bunche not only


Charlynn Spencer Pyne

Charlynn Spencer Pyne


Charlynn Spencer Pyne


Charlynn Spencer Pyne

Several people with a deep interest in Ralph Bunche participated, including (from left): Donald McHenry, former U.N. permanent representative; Brian Urquhart, former U.N. undersecretary general and author of a Bunche biography; Benjamin Rivlin, former Bunche assistant and also author of a Bunche biography; and Robert Edgar, professor of African studies at Howard University and editor of a book of Bunche's travel notes.

wrote about every aspect of the civil rights question in the U.S., but was also an activist organizing demonstrations here in Washington, D.C.

"Next, decolonization, which he regarded as another branch of the same problem. Bunche became convinced early on that the race problem in the U.S. was really part of a worldwide problem ... imperialism and colonialism. And he was the first person to prove this parallel in *A World View of Race* [1936]. And finally to the United Nations, the way it was organized and the way it tried to keep the peace."

Mr. Urquhart called Bunche a "miraculous negotiator." He said, "Bunche established a remarkable partnership with [Count Folke] Bernadotte, the U.N. mediator for Palestine, and when Bernadotte was assassinated, Bunche became the principal negotiator at Rhodes. ... No one believed that you could complete a written agreement—an armistice, between the five Arab League states and Israel, and Bunche did it."

Mr. Rivlin fondly recalled the influences that Bunche had on his life when he was "a young Jewish kid from Brooklyn who went to a public college—Brooklyn College—and ended up studying Moroccan Arabic at the University of Pennsylvania," where he first met Bunche when he came to deliver a lecture. Mr. Rivlin went to work for Bunche in the Office of the Coordinator of Information (CIO), housed in the Jefferson Building of the Library of Congress. Bunche had been recruited from Howard University in 1941 to serve as senior social science analyst in the African and Far East sections of the CIO. The CIO was the precursor of the Office of Strategic Services (OSS), which later evolved into the Central Intelligence Agency. Bunche was chief of the African Section, Technical and Research Division, OSS, from 1942 to 1944, when he left to join the State Department and begin work on the U.N. Charter.

One of Mr. Rivlin's most vivid memories while working for Bunche was of the day *An American Dilemma* (1944) was published and an office party was held to celebrate. Bunche had assisted Gunnar Myrdal on the massive and influential study on the status of black Americans, and "was very proud of his involvement with the book," said Mr. Rivlin. "Bunche's legacy will not only be in peacekeeping and decolonization, but also in race relations in the United Sates and elsewhere," he noted.

Mr. Walters would like to see more research on the paradigm of African American leadership that Bunche represents; the relationship between Bunche and Martin Luther King Jr.; and Bunche's "coming back to activism" in the 1960s. Mr. Walters, who was a member of Howard University's Political Science Department for 24 years beginning in 1971 and served three terms as chairman, spoke of how fondly the senior professors remembered Bunche and the pioneering work he did at Howard, and joked about how intimidated he felt with Bunche's portrait "staring him in the face everyday" as he occupied his former office.

Mr. Walters recalled participating in a demonstration against the Vietnam War in New York at the U.N. headquarters on April 16, 1967, "and the juxtaposition of thousands of us on the outside—listening to King and [Harry] Belafonte, and Bunche on the inside-also frustrated, that the U.N. had not been able to end the war. ... On the outside, King, on the inside, Bunche. When we think about this paradigm, it has been used lots of times, for example, the Free South Africa Movement and its triumph in securing legislation to sever ties with apartheid-South Africa. It was because of the juxtaposition of external pressure—demonstrations in the street; and key people in political institutions [internal pressure] that the Free South Africa Movement was successful in bringing about the Anti-Apartheid Act of 1986."

Mr. Walters also noted that King and Bunche "shared a deep respect for each other as Nobel Peace Prize winners. Their speeches are similar; and King considered Bunche his elder statesman, inviting him to participate in the 1963 March on Washington and the 1965 Selma to Montgomery march ... which drew Bunche back to 'the Movement' and back to political activism." Mr. Walters said, "I would have liked to have seen an analysis by Bunche of his coming back to activism in the latter part of his life."

Mr. Edgar, the final panelist, commented that he was among the group summoned to New York to view the original 19 hours of Mr. Greaves's film. "We got to see Bunche's life in greater detail than many of us wanted to—but there are facets of his life that we are still trying to uncover, including his work as a pioneering Africanist in the 1930s." (He noted that, as a result of the

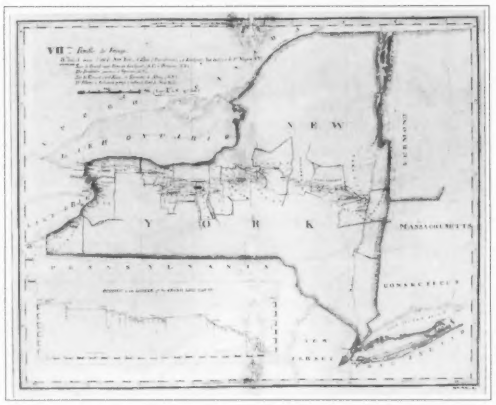
continued on page 79

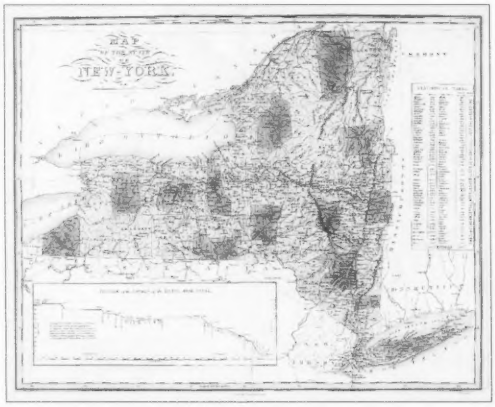
Library Purchases Manuscript Atlas

Lafayette's Travels in America Documented

By PATRICIA MOLEN VAN EE

The Library recently purchased at auction *Voyage du Général La Fayette aux États-Unis*, a manuscript atlas (folio, 49 by 32 cm.) by Gaston Frestel, dated 1827. It contains eight maps covering the United States east of the Mississippi River and uses base maps that appear to have been traced from Anthony Finley's *A New American Atlas, designed principally to illustrate the geography of the United States of North America; in which every county in each state and territory of the Union is Accurately Delineated, as far as at present known: the Whole compiled from the Latest and Most Authentic Information*, published in Philadelphia in 1826.





Gaston Frestel's map (above) of Lafayette's travels in New York, dated 1827, which was probably traced from Anthony Finley's New York map (below) from 1826.

Each of the eight manuscript sheets represents a portion of the Marquis de Lafayette's itinerary on what has come to be known as his "triumphal tour" throughout the eastern United States in 1824 and 1825. The numerous stops that he made have been marked on the maps by a symbol resembling a black bar with the name of the town or city. The atlas appears to have original color. In preparing his maps, Frestel apparently traced only the base outline from Finley's maps, since the latter depicts each county in color and provides the names of the counties, cities and towns as well as elaborate statistical tables on the population and size of a variety of administrative units. Frestel's manuscript atlas shows only the waterways and major roads traveled by Lafayette, with little additional information. One notable exception is the "Profile of the Levels of the Grand Erie Canal," relative to the Hudson River, that appears on the sheet for New York on both the original and the copy, although the accompanying descriptive text is absent from the manuscript.

Little is known of the provenance of the manuscript atlas. Published accounts of Lafayette's travels in America appeared as early as 1825, but no other copy of this atlas has been identified and the cartographer, Gaston Frestel, is not cited in any of the standard biographical tools.

One of the most significant and colorful individuals of his era, Lafayette initially arrived in America in 1777, while still in his teens, to promote independence of the American Colonies. Serving at his own expense and without command, he was appointed major general, the youngest in the history of the U.S. Army. Despite his youth and lack of military experience, he became a trusted leader, greatly respected by George Washington. He served with honor in several battles of the Revolutionary War and played a major role in the successful outcome for the Americans.

Sent by George Washington to protect his home state of Virginia, Lafayette, with Washington and the French fleet under Francois Joseph Paul comte de Grasse, arrived at the eastern end of the peninsula between the James and York rivers in the fall of 1781, surrounding Lord Charles Cornwallis, who surrendered at Yorktown. During the following decades until his death in 1834 at age 77, Lafayette remained a leading force in liberal causes. Thomas Jefferson referred to him in 1822, as the "doyen ... of the soldiers of liberty of the world."

Demonstrating the gratitude of the nation, Congress proclaimed Lafayette an honorary citizen in 1824 and invited him to tour the United States as its first official guest. He was greeted by large crowds and "demonstrations of frenzied enthusiasm without precedent or parallel in American history," according to historian Frank Monaghan.

His American biographer, Louis Gottschalk, noted in a lecture on the occasion of the 200th anniversary of Lafayette's birth: "Lafayette came as the 'nation's guest.' He came not only as a reminder of the glorious past, as the 'adoptive son of Washington' and as the last surviving major-general of the Revolution, but also ... as Europe's outstanding contemporary opponent of monarchial tyranny."

Although by the time of his visit, Lafayette was old and lame, "he visited every one of the 24 states and was feted everywhere by a nation determined to show that republics are not ungrateful." Gottschalk also noted, "He spoke of independence and of American institutions. The newspapers reported at length whatever he said and did. Almost every man, woman and child in America knew and revered the name of Lafayette and (something his biographers have failed to emphasize sufficiently) his triumphal procession did not go unnoticed in Europe. It gave much needed encouragement to the liberals in his own country."

continued on page 81

Conservation Corner

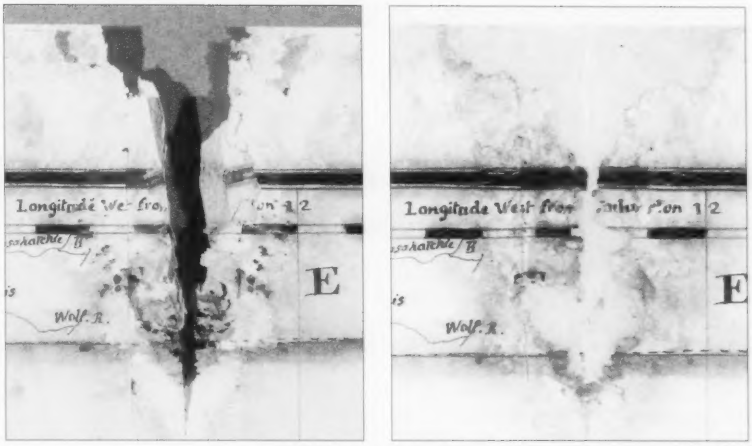
Preserving Lafayette's 1824 Maps

By HEATHER WANSER

When the Geography and Map Division acquired an atlas commemorating the Marquis de Lafayette's 1824 visit to the United States (see story on page 76), it gained a document that presented particularly vexing problems to the Conservation Division.

The maps are drawn with two types of inks with watercolor washes outlining the borders. They are on tracing paper, which is yellow with age. The use of this paper is unusual, and according to John Hébert, chief of the Geography and Map Division (G&M), the maps were traced. Mr. Hébert has identified an 1826 American atlas as the source for the map images. Each map is attached around its perimeter to a sheet of rag paper, presumably to support the delicate tracing paper and facilitate handling. Each map is folded in the center to fit the format of the atlas.

Their conservation presented a host of problems beyond those associated with caring for typical 19th century documents. Treatment of the mold damage was further complicated by the tracing paper. Old tracing papers are fragile, tear easily and distort with moisture. The translucency of the tracing paper is an important characteristic that can easily be altered during treatment. Early tracing papers were made by impregnating the paper with an agent such as gums or resins that allow light to pass through, unlike traditional paper that reflects light and appears opaque. Unfortunately, these agents eventually embrittle and discolor the paper, so few early examples have survived, making these maps even more rare.



Marita Clance Marita Clance

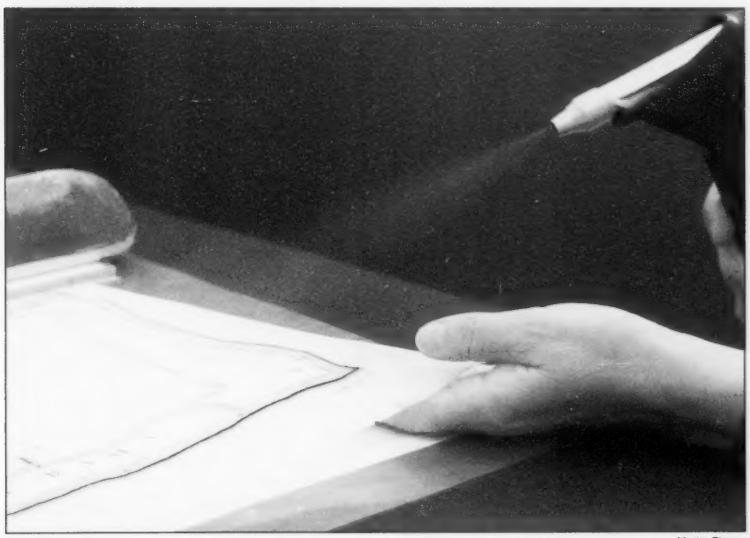
Paper loss, caused by mold, before and after treatment by the Conservation Division

Some time ago, water entered through the spine of the atlas and mold grew along the center fold of each map and support sheet. The mold caused dark stains, losses and altered translucency and consumed the paper hinges that once attached the maps in the atlas. The water caused the tracing paper to ripple and the iron gall ink (often acidic) to bleed into the paper, making it brittle and resulting in breaks and tears.

As part of the conservation process, Library conservators evaluated the maps to determine their physical and chemical stability. Photographs and a written report document the condition of each map. Tests were conducted to determine the best course of action. This treatment would be limited to mending the tears, reinforcing weakened areas, filling the losses, reducing the ripples and placing each map in a protective housing.

Temporary mends were applied over the embrittled ink areas to support them during treatment. An extremely sheer Japanese tissue coated with a cellulose ether adhesive was

continued on page 78



Marita Clance

Water vapor from an ultrasonic humidifier helps to remove cockles from the paper.

Conservation
continued from page 77

used throughout the project. It has an advantage over the customary wheat starch adhesive when working on tracing paper because it is made tacky with ethanol instead of water; it prevents mends from showing through the tracing paper, and it is easier to remove from fragile paper in the future.

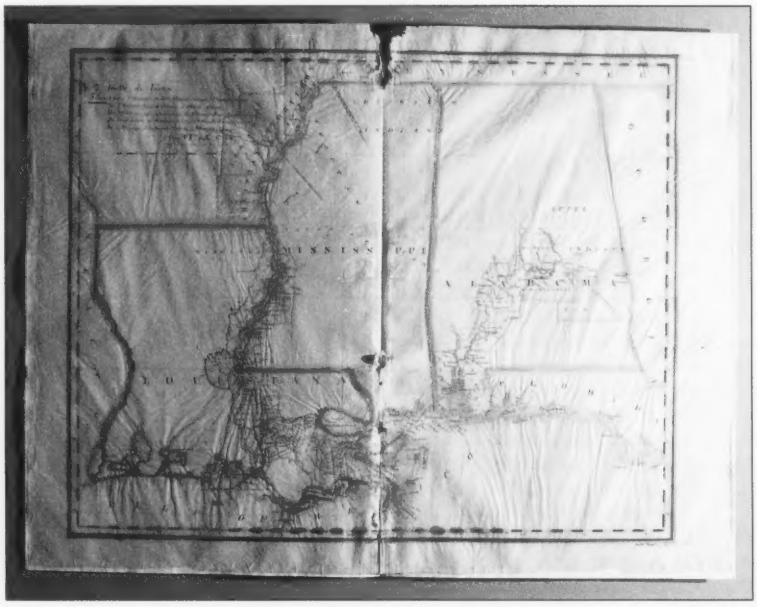
The mold was loosened from the surface with a soft brush and gently captured in the small nozzle of a variable suction vacuum fitted with a HEPA. filter. This procedure was carried out in a fume hood, using a respirator and gloves to minimize any health risks associated with mold.

The maps were then separated from their paper supports for mending. The starch adhesive that joined them was softened by introducing water through Gore-tex fabric, best known for its use in waterproof rain wear. The advantage of using Gore-tex is that water is introduced into the paper slowly enough to soften the adhesive without wetting the paper. Once the maps were separated, all ink-damaged areas and tears were reinforced from the back with more sheer tissue mends, and the temporary mends over the front were removed.

One of the big problems of working on mold-damaged paper is that despite a few stains, the paper looks reasonably unaffected yet it disintegrates when touched. This is because mold consumes the *interior* of the cellulose fiber, leaving an empty shell that lacks mechanical strength. The mold-weakened areas were strengthened and the translucency of the paper restored with the application of warm water or dilute gelatin applied with a fine brush in tiny amounts to control expansion. The warm water seemed to regenerate the agent that made the paper translucent in the first place, and the gelatin also seemed to strengthen the paper. Gelatin has been used for centuries to size paper to give it strength. The affected areas were also reinforced from the back. Japanese tissue mends and losses were filled with a slightly heavier weight Japanese tissue toned with acrylic paint to match the surrounding paper.

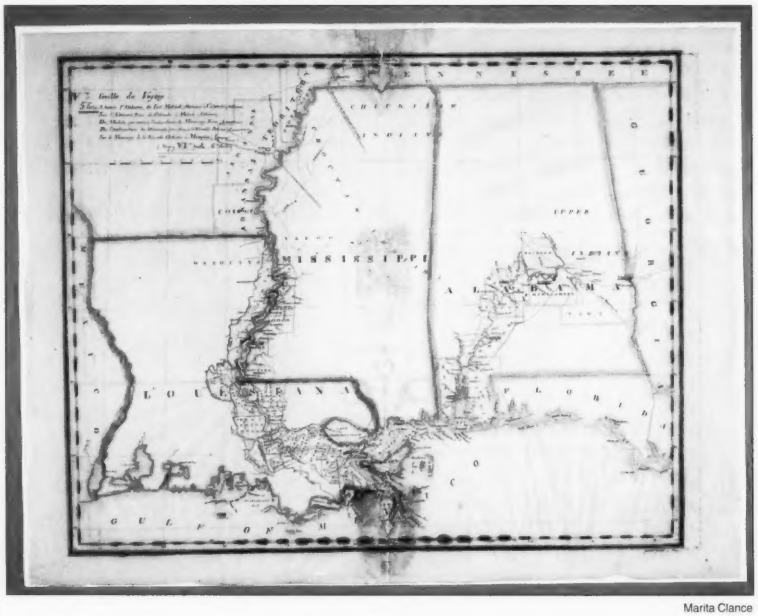
Unfortunately, regular methods of flattening paper did not eliminate the pronounced ripples, or cockles, in the maps. After some research, the cockles were successfully reduced by expanding the paper and allowing it to "stretch-dry." To do this, each map was placed on silicon-coated polyester film that has a slippery surface. Working on one quadrant at a time, the paper was humidified with water vapor generated by an ultrasonic humidifier that delivers a fine mist until the paper is sufficiently expanded. Light weights were then placed around the outer edges, and the cockles were gently pulled out as the paper dried. What makes this approach work so well is that the fine mist expands the paper slowly, giving

continued on page 79



Marita Clance

Special lighting shone on the map (above) reveals the ripples in the tracing paper before treatment; the map after treatment.



Marita Clance

Bunche
continued from page 75

film, his book *An African-American in South Africa: the Travel Notes of Ralph J. Bunche in South Africa* (1937) is being reissued in paperback.)

Mr. Edgar asserted that Bunche's primary introduction to international relations was at Harvard. "He wanted to write his doctoral dissertation on the experiences of mixed-raced people in Brazil, but his committee felt jittery about the implications of an African American undertaking such research with segregation the norm in many parts of the U.S. and steered him toward West Africa and a dissertation on 'French Administration in Togoland and Dahomey' [completed in 1934]. Because of the influence of his committee, his writing is very reserved, and he refused to publish the dissertation.

"However, in *A World View of Race* (1936), a monograph that draws on his dissertation and applies his [1930s] class analysis of the United States on a global scale, he shows his impassioned opposition to colonialism."

Bunche wanted to do additional studies on Africa, according to Mr. Edgar, who explained: "Bunche approached the Social Science Research Council [SSRC] in New York about funding a project that would assess the impact of colonial rule and Western culture on Africans, through the eyes of Africans. However, there was a pervasive belief in the nation at that time that African Americans could not conduct objective research on Africa because they were too emotionally tied."

Mr. Edgar noted that the SSRC proposed an alternative: Bunche would learn the field methods of cultural anthropologists, and he would receive funding for two years to study with leading anthropologist Melville Herskovits of Northwestern University, Bronislaw Malinowski of the London School of Economics and Isaac Schapera of the University of Capetown. His project would also include three months of extensive travel through South Africa.

Mr. Edgar said, "Bunche had to overcome many barriers to obtain permission to travel in South Africa; and he had to assure officials that he would not stir up the natives by engaging in public speaking." He continued, "Bunche describes in his research notes in 1937 a South Africa that did not change much over the next 50 years. ... He had to reassess himself as an African American traveling around South Africa. On one hand, he was a researcher, and on the other hand, he was a black man traveling in a segregated society where 'every American Negro ... is a missionary whether he wills it or not.' Nonwhite South Africans looked up to African Americans because they had achieved success, albeit in a segregated society." According to Mr. Edgar, despite his earlier assurances to the authorities, Bunche gave pep talks on black American achievements to inspire optimism and hope.

United Nations Photo

Bunche with Eleanor Roosevelt in 1949

These formulating experiences as an Africanist in the 1930s were crucial to his later U.N. work, notes Mr. Edgar. They allowed him to interact with a wide array of people as an individual and not as a government official; they afforded him invaluable firsthand personal experiences; and provided him with a unique view of colonialism. His work for equality and against colonialism would continue throughout his life. ◆

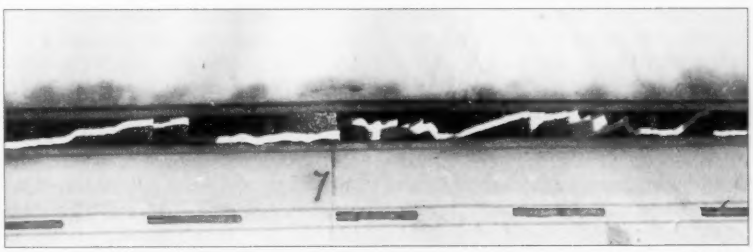
Ms. Pyne is a network specialist in the Network Development and MARC Standards Office and editor of Library Services News, *a staff newsletter.*

Conservation
continued from page 78

the conservator a great deal of control. And the silicon-coated film allows the weights to glide as the paper dries, thereby preventing excessive strain on the delicate paper.

The support sheets were washed, given an alkaline reserve and mended with Japanese tissue and wheat starch paste. The flattened maps were then reattached to the supports using hinges of mending tissue around the perimeter.

After conferring with the curator from G&M, it was decided that the fragile maps should be stored flat and not returned to their original bound format. This will facilitate use and their exhibition in the future. Each map is now protected in a mat structure made of preservation-quality board with clear polyester film over the opening for protection. The maps are stored together in a protective box with the original atlas cover.



Marita Clance

Acid ink has embrittled the paper, causing it to tear.

These maps were treated by senior paper conservators Linda Morenus, Ann Seibert, Sylvia Albro, Holly Krueger and this writer. ◆

Heather Wanser is a senior paper conservator in the Conservation Division.

James R. Higgins

James R. Higgins

Dr. Billington and Franklin Knight of Johns Hopkins University, former president of the Latin American Studies Association; Lloyd Axworthy, former foreign affairs minister of Canada and Martha Muse, chairman of the Tinker Foundation

Public Policy in the Americas

Library and Wilson Center Sponsor Symposium

By GEORGETTE M. DORN

The Library's Hispanic Division and the Latin America Program of the Woodrow Wilson International Center for Scholars co-sponsored an international symposium, "21st Century Public Policy in the Americas," on Feb. 22 and 23. The conference was made possible by a grant from the Tinker Foundation.

Symposium events began at the Wilson Center with a dinner for the participants and invited guests. The keynote speaker, Lee Hamilton, a former member of Congress and director of the Wilson Center, provided a broad picture of Latin America during the past 20 years and pointed out trends marking "the emergence of Latin America as an increasingly democratic, open and vibrant region." Stating that the Latin American countries are among the United States' most important allies, he said, "The United States should reinvigorate efforts to advance hemispheric trade."

Dr. Billington, a former director of the Wilson Center, opened the symposium in the Mumford Room and welcomed the participants, members of Congress, the diplomatic corps, scholars and public policy analysts. He thanked Martha Muse, chairman of the Tinker Foundation, who also attended.

"As the primary repository of knowledge in the service of the hemisphere's oldest democratic legislature, the Library of Congress is certainly the ideal venue for this symposium," Dr. Billington said.

The first panel, "Challenges to Democracy in the Americas," was chaired by Prosser Gifford, the Library's director of the Office of Scholarly Programs. Panelists included Lloyd Axworthy, director of the Liu Centre at the University of British Columbia and former foreign affairs minister of Canada; Ambassador Luidi Einaudi, assistant secretary of the Organization of American States; Ricardo Lagorio, deputy chief of mission of the Embassy of Argentina; and Arturo Valenzuela, director of the Center of Latin American Studies at Georgetown University and a member of the National Security Council until January of this year. Susan Kaufman Purcell, vice president of the Americas Society, was the commentator.

Mr. Axworthy quoted James Madison about the need to "nurture the roots of democracy." He described the role of collective intervention in fostering democracy, electoral reform and a system of accountability to strengthen democracy in Latin America and cited the recent case of Peru.

The Organization of American States is increasingly important in this respect, according to Ambassador Einaudi. Mr. Valenzuela agreed with the other panelists that growing multilateralism in the hemisphere and the constant communication among the countries' presidents would lead to furthering civil societies. He said the United States should endeavor to support multilateralism.

In her comments, Ms. Purcell reflected that the most economically developed countries in the hemisphere were also the most stable democracies and reminded the audience that NAFTA played a strong role in fostering open trade.

The topic of the second panel, chaired by Iêda Siqueira Wiarda, Luso-Brazilian specialist of the Library's Hispanic Division, was "Sustainable Development in the Americas," which looked at problems concerning the environment. David Bray, chairman of the Department of International Environmental Studies at Florida International University; Thomas Lovejoy, chief biodiversity adviser to the World Bank; John R. McNeill of the Department of History at Georgetown University; and Catherine A. Christen of the Smithsonian Institution all analyzed problems of preserving the ecology of various regions of Latin America. Mr. Bray focused on sustainable and unsustainable land use in the 21st century, forest management and protected areas.

Mr. Lovejoy, who said the panel was indeed "timely," concentrated on specific problems of Brazil's ecology. He stressed that "sustainable development had to include thinking about urban areas" and pollution-oriented

projects. He also mentioned the growth of private-sector involvement in Central America, Mexico and other areas. Ms. Christen referred to strategies of conservation biologists, and Mr. McNeill said sustainable development begins in the cities; he emphasized the urgency of environment-conscious politics in the Western Hemisphere. Joseph Tulchin, director of the Latin America Program of the Wilson Center, offered comments.

The third panel focused on "Culture and the Humanities in the Americas." Roberto González Echevarría, Sterling Professor of Hispanic and Comparative Literature at Yale University, spoke about "Poetry on the Rooftops"—the dazzling constellation of Cuban writers surviving the strictures of their island's political situation. Franklin Knight, the Leonard and Helen R. Stulman Professor of History at Johns Hopkins University, spoke of the tradition of analyzing the progress of history since the 18th century.

Dolores Moyano Martin, former editor of the *Handbook of Latin American Studies*, focused on literary archetypes and myths that dominate political culture, such as the Luso-Hispanic "hero," for example Cid Campeador, the hero of the film El Cid, and Ernesto "Che" Guevara. José Neistein, director of the Brazilian-American Cultural Institute, discussed the lasting impact of Brazil on world art. Commentator Kenneth Maxwell, director of the Latin America Program of the Council on Foreign Relations, offered commentaries on the role of memory in looking forward.

Barbara Tenenbaum, specialist in Mexican culture in the Library's Hispanic Division, chaired the last panel, which dealt with "The Information Age in the Western Hemisphere." Miguel Basañez, president of the Global Quality Research Corp., pointed out that information exchange is an important agent of change. He said public opinion polling "destroyed my biases and prejudices."

Georgie Anne Geyer, a columnist with the Universal Press Syndicate, focused on the print press, which, despite global coverage, seems to cover less, as "we have fewer foreign correspondents in Latin America."

Peter Johnson, curator of the Iberian and Latin American Collection at Princeton University Library, focused on how information manages to be brokered and the role of technological leadership in fostering civil society. He pointed out the costs of not bridging the "digital divide" in the Americas. Fernando Silva-Pinto, president of Idea Television, stressed that technologies and content define the Information Age, as much as the printing press and transoceanic navigation defined the dawn of the modern age. However, he said, there will always be the need for music, and hand-held books will never disappear.

James R. Higgins

Frank Lovejoy, chief of biodiversity at the World Bank, Ms. Muse and Miguel Basañez, Global Quality Research Corp.

Commentator Prosser Gifford, confirming what the panelists had presented, noted that communication patterns have changed radically in the past decade. He pointed out the enormous richness of sources on the Western Hemisphere available on the Internet. ◆

Ms. Dorn is chief of the Hispanic Division. She chaired the panel on "Culture and the Humanities in the Americas."

Lafayette
continued from page 76

The honors bestowed on Lafayette by the American people during his triumphal tour included poetry, drawings, engravings and commemorative china and silverware. Parades and balls were held in his honor. Excerpts from the diary of John Quincy Adams, now housed in the Benjamin Thomas Hill Collection of the Manuscript Division, refer to Lafayette's travels in America in 1824-25. The Rare Book and Special Collections Division also holds significant material commemorating his visit.

Perhaps the most permanent effect that Lafayette has had on the American landscape, other than his heroism on the battlefield, is the number of places named for him in the United States. The name "Lafayette" or related terms such as "Fayette" are found almost 400 times on the United States Geological Survey's Geographic Names Information System database. Of those, 57 are populated places, such as cities and towns. As early as 1783, Pennsylvanians had already named a county "Fayette" in appreciation of Lafayette's service in America, some of which took place in and around Philadelphia. The county seat of Tippecanoe County, Ind., was named for Lafayette in 1824, while he was on tour. Lafayette College in Easton, Penn., was chartered in 1826, immediately after the tour ended.

This atlas complements the recent purchase of six manuscript maps by Lafayette's cartographer, Michel du Chesnoy Capitaine. Beautifully drawn and hand colored, they include "Plan of Carillon au Ticonderoga," ca. 1777; "Plan de la retraite de Barren Hill en Pensilvanie," 1778; "Carte de l'affaire de Montmouth," 1778; "Plan de Rhode Islande…" 1778; "Carte des positions occupees par les trouppes Americains apres leur retraite de Rhode Island…" 1778; and "Campagne en Virginie," 1781. The largest map depicts the Virginia Campaign and includes a brief description of Lafayette's activities in the months leading up to the British surrender at Yorktown.

Until now, the atlas and maps had not been available for use by scholars of early American history, as they have been in private hands since they were created. They are significant additions to the comprehensive collections of the Geography and Map Division of material related to the American Revolution and America's founding fathers. Lafayette's career during and after the war are well represented in these cartographic treasures. ◆

Ms. van Ee is a specialist in cartographic history in the Geography and Map Division.

'Read, Read, Read—Learn, Learn, Learn'

Aprille Ericsson-Jackson Opens Women's History Month

By AUDREY FISCHER

You don't have to be a rocket scientist to be successful—unless, like Aprille Ericsson-Jackson, your goal in life is to be an aerospace engineer. Ms. Ericsson-Jackson, the first African American female Ph.D. at the NASA Goddard Space Flight Center, delivered the Library's 2001 Women's History Month keynote address on March 6.

Charlynn Spencer Pyne

Aprille Ericsson-Jackson

"Read, read, read, and learn, learn, learn," she advised the audience, which included third-grade students from Watkins Elementary School in Washington, D.C.

In addition to building satellites, delivering motivational speeches, mentoring young people and participating in a wide variety of sports, Ms. Ericsson-Jackson has made the time to read and learn about the technological contributions of women and minorities.

If I'm a 'giant in science,' it is only because I stand on the shoulders of my forefathers," she said. "We must go back and reclaim our past so we can move forward."

In a slide show presentation, she highlighted the contributions of some of her role models such as Hypatia (born A.D. 370), the first woman known to have actively participated in the academic fields of math and science); Imhotep (born 2750 B.C.), believed to be the first physician; and pioneers in aeronautics such as Bessie Coleman, who, in 1921, became the first African American to earn a pilot's license.

Just as she draws strength from the past, she is keenly aware of the role she can play in giving others a leg up.

"My greatest challenge is climbing the ladder of success, and pulling others behind me," she said. "If you see a turtle sitting on top of a fence post, you know he had help getting there," she said, invoking a favorite quote from *Roots* author Alex Haley.

It took some help to get Ms. Ericsson-Jackson from her impoverished Bedford Stuyvesant neighborhood in Brooklyn, N.Y., to the hallowed halls of NASA, but she supplied a strong math and science aptitude and a fierce drive and determination to succeed. She passed the examinations for the three major technical high schools in the New York area, but was sent to live with her grandparents in Cambridge, Mass., where she graduated from high school with honors. This put her in close proximity to the Massachusetts Institute of Technology, where she earned a bachelor's degree in aeronautical-astronautical engineering on a minority scholarship in 1986. That was the year of the shuttle disaster that claimed the lives of all passengers on the *Challenger*, and most of the jobs offered in aerospace engineering were for strategic defense.

Undeterred from her goal of becoming an astronaut, Ms. Ericsson-Jackson earned a master's degree in engineering from Howard University in 1992 and accepted her current position as an aerospace engineer at the NASA Goddard Space Flight Center in Maryland that same year. In 1995 she became the first African American woman to receive a doctorate degree in mechanical engineering from Howard University. She is currently among the 10 percent of applicants (350 of 3,500) who have made it through the first round of interviews for NASA's astronaut training program.

By her own admission, Ms. Ericsson-Jackson is on a crusade to reach out to the largest population of math and science underachievers—young girls.

"It's not that they're incapable," she said. "It's just that they have been unwittingly discouraged from succeeding in these fields."

She cited studies that show that through the fifth grade girls and boys score nearly identically in these areas. In the sixth grade, girls' scores plummet, perhaps in response to the social pressures they experience in middle school.

"This downward spiral is especially severe for girls of color, girls with disabilities, girls living in poverty and girls who are learning English as a new language," she observed.

According to Ms. Ericsson-Jackson, this loss of talent is already having an impact on the U.S. economy.

"The United States has become technologically challenged," she observed. "There are currently 200,000 unfilled jobs in the computer industry alone, and, by the year 2006, it is estimated that the computer field will generate more than a million new openings. The United States cannot afford to lose more than half of its talent and the fresh perspective that women and minorities can bring to these critical fields. We must work together across the boundaries of skin color and gender."

As a woman, it is important to Ms. Ericsson-Jackson that her work have a positive effect on the Earth. Many of the satellites she designs are used to monitor the Earth and collect data that explain Earth's processes. For example, her work on the Tropical Rain Measuring Mission helped observe the effects of El Niño and La Niña, in order to correlate their activity with crop productivity. She also takes pride in the fact that products developed for use in the aerospace industry, such as protective eye lenses and pill-size heart monitors, are also being used to improve our daily lives.

Excited by her work and many outside interests, Ms. Ericsson-Jackson is keenly aware that time is a precious commodity. "Imagine that there is a bank that credits your account each morning with $86,400 but does not allow you to carry over a balance," said Ms. Ericsson-Jackson "Each day it cancels the amount you failed to use each day. Think of that bank account as time, with 86,400 seconds each day. There's no borrowing against tomorrow, so draw out every cent today." ◆

Ms. Fischer is a public affairs specialist in the Public Affairs Office.

Life Lines

The Literature of Women's Human Rights

By MARY-JANE DEEB

On the occasion of International Women's Day, the Library's African and Middle Eastern Division and the Women's Learning Partnership co-sponsored a March 7 program titled "Life Lines: The Literature of Women's Human Rights." The Women's Learning Partnership is a nongovernmental organization that works to promote better communication and cooperation between women around the world in order to advance women's human rights.

Speakers at this second annual lecture series included well-known women poets, writers and scholars from Egypt, Iran, Ghana and Argentina who shared their thoughts and writings with a packed audience. Beverly Gray, chief of the African and Middle Eastern Division, welcomed the guests and introduced the moderator, Mahnaz Afkhami, president of the Women's Learning Partnership.

Megan Brown

Azar Nefisseh

The first speaker, Azar Nefisseh, a professor at the School of Advanced International Studies at Johns Hopkins University, read a text prepared by Goli Taraghi, a prize-winning short story writer, novelist and filmmaker. A native of Iran, Ms. Taraghi lives in exile in Paris, but returns every couple of years to Iran to publish her work and show her films. She humorously described the difficult process of returning to Iran but then described the joy of arriving there, the beauty of the Persian language, the warmth of old friends and family, and the scents of the flowers and familiar foods. This pleasure was quickly eclipsed, however, by the shock of the new realities under a regime that censors literature and art in all its forms. Ms. Goli's humor was most evident in her description of a blind film censor who cut her films and decided what Iranians could and could not watch in theaters.

Ms. Goli was followed by Emma Sepulveda, an Argentinian professor in the Foreign Language and Literature Department at the University of Nevada and a columnist for the Reno Gazette Journal. She has written a number of books in Spanish, including *Testimonio Femenino como Escritura Contestataria*. Her presentation was supposed to have been simultaneous with that of Marjorie Agosin, an activist and poet who teaches in the Spanish Department at Wellesley College and who was recently honored with the U.N. Leadership Award for Human Rights. Unfortunately because of a blizzard, Ms. Agosin was snowbound and unable to fly to Washington.

Megan Brown

Emma Sepulveda

The simultaneous presentation was to have been readings from the correspondence of these two women, over a period of almost four decades. The audience only got to hear the voice of Ms. Sepulveda writing to Agosin about her Catholic upbringing in Chile and her exiles first from Argentina because her father did not support Juan Peron, and then from Chile after Salvador Allende was overthrown and Augusto Pinochet took over. She arrived in Los Angeles, where she knew no English and had some big misconceptions of about American urban life. She then moved to Nevada, where she completed her studies, ran for office and became a professor and very important voice for Latino affairs as a newspaper columnist.

Megan Brown

Abena Busia

The third speaker was Leila Ahmed, professor of Women's Studies in Religion at Harvard Divinity School. She has written some classic works on women in Islam and most recently wrote a memoir, *A Border Passage from Cairo to America: A Woman's Journey*, which was reviewed widely. Ms. Ahmed read three passages from her Egyptian memoir. The first described the last days of her father as he lay dying in bed while his wife and daughter hovered around him trying to help him stay alive. A man of courage and vision, he had been destroyed by a political system that had rejected his ideas and ostracized him for not conforming. In another passage, reminiscent of an impressionist painting, Leila Ahmed describes her mother stretching on a chaise lounge with a beautiful garden in the background, sad because she is unable to write about the eventful life she has led. The last section of Ahmed's presentation focused on her contemplative grandmother in their summer home in Alexandria, Egypt, who taught her some of the most beautiful verses of the Koran and made her understand what it means to be a Muslim woman.

Megan Brown

Leila Ahmed

Abena Busia, a Ghanaian poet, writer and professor of English at Rutgers University, began her presentation with a magnificent "Poem to Mandela." It recaptured some of the important events that took place primarily in Africa during his 27 years of captivity, giving a sense of Mandela's courage. Every verse ended "You were still alive and you were still not free." Ms. Busia also read a moving poem about growing up the daughter of one of the founders of modern Ghana and following her father into exile. The poem, she said, was about the places she and her family had lived in while in exile in England, Holland, Mexico and elsewhere around the globe. Each place had a personal story of courage and exile. ◆

Mary-Jane Deeb is the Arab world area specialist in the African and Middle Eastern Division.

Robin Smith

Robin Smith

Carlynn Thompson, director of the Research, Development and Acquisition Information Support Directorate, Defense Technical Information Center (DTIC), receives the award for Librarian of the Year from Dr. Billington. They are joined by Susan Tarr, executive director, FLICC, and Kurt Molholm, administrator for DTIC; Sherrie Floyd, Army administrative librarian for the 22nd Area Support Group, Vicenza, Italy, accepts the other award for Librarian of the Year.

FLICC Awards

Federal Libraries, Librarians, Technicians Honored

To recognize the many innovative ways federal libraries, librarians and library technicians fulfill the information demands of government, business, scholarly communities and the American public, the Federal Library and Information Center Committee (FLICC) has announced the winners of its national awards for federal librarianship.

The award winners were honored at the 18th Annual FLICC Forum on Federal Information Policies on March 27 in Washington, where they received their awards and were guests of the forum. (A report on the forum will be published next month.) Their names will remain on permanent display with the names of winners from previous years in the FLICC offices at the Library of Congress.

Federal libraries and staff throughout the United States and abroad competed in three award categories for the third annual FLICC Awards; the winners are listed below:

2000 Federal Library/Information Center of the Year

The Scientific and Technical Information Center, U.S. Patent and Trademark Office, is recognized for increasing examiner knowledge of, and access to, electronic and print resources by determining mandatory search sources, identifying alternative information resources, creating desktop tools, developing and delivering training on framing search strategies and on searching commercial databases and full text Internet tools. Working with focus groups, the center determined performance standards, collected both quantitative and qualitative data from users as indicators of customer satisfaction and published reports describing its contributions to the organizational mission. **NASA's Goddard Space Flight Center Library** and the **U.S. Agency for International Development Library** received honorable mention.

Robin Smith

Kristin Vajs, director of the Scientific and Technical Information Center, U.S. Patent and Trademark Office (PTO), accepts the Library of the Year Award with Fred Schmidt, administrator, Search and Information Resources, PTO.

2000 Federal Librarian of the Year

An abundance of highly qualified librarians with outstanding, innovative and sustained achievements in 2000 resulted in a tie for this category:

Sherrie M. Floyd, chief, Army Library Program, Vicenza, Italy, is recognized for her innovative leadership, entrepreneurial spirit, enthusiasm and determination to negotiate and guide the successful development, outfitting and staffing of two U.S. Army libraries in Bosnia. While working under austere and potentially dangerous conditions, she enhanced the Army's peacekeeping mission in the Balkans by providing services that supported the mental and physical well-being of soldiers, built morale and cohesion, and improved the quality of life through recreational, social and educational reading.

Carlynn J. Thompson, director, Research Development and Acquisition Information Support Directorate, Defense Technical Information Center, is recognized for her active and innovative leadership and professionalism in the provision of information services. She is an acknowledged expert on both technical and policy issues associated with Web development, privacy and information security, network operations and management.

continued on page 85

Traveling Culture

Chautauqua Collection Debuts Online

A new collection, "Traveling Culture: Circuit Chautauqua in the Twentieth Century," is now available on the American Memory collections Web site at **www.loc.gov**.

The collection comprises nearly 8,000 publicity brochures, promotional advertisements and flyers featuring more than 4,500 performers who were part of the Circuit Chautauqua. These talent brochures are drawn from the record of the Redpath Lyceum Bureau, one of the largest booking agencies for the Circuit Chautauqua. The records are held by the University of Iowa. Their digitization was made possible by an award from the Library of Congress/ Ameritech National Digital Library Competition. This $2 million, three-year program, which concluded in 1999, has made awards to 33 institutions nationwide to enable them to make their important American history collections available online.

FROM THE UNIVERSITY OF IOWA LIBRARIES

Kristen Desmond and Andrea Dillon

Founded in 1874 by Lewis Miller, a Methodist minister (later a bishop), and John Heyl Vincent, the Circuit Chautauqua was established to deliver educational, spiritual, and cultural stimulation to rural and small-town America. Touted as morally respectable vaudeville, the Circuit Chautauqua was an early form of mass culture. Theodore Roosevelt called the Circuit Chautauqua "the most American thing in America." During World War I, Woodrow Wilson described it as "an integral part of the national defense."

The Circuit takes its name from Lake Chautauqua in western New York state, where it originated and first appeared in 1904. The standard program consisted of lectures, musical performances, variety acts, and dramatic readings. This summer camp for families that promised "education and uplift" quickly became popular and was copied by the independent chautauquas. During its peak in the mid-1920s, there were 21 circuits providing programs in more than 10,000 communities in 45 states to an estimated 40 million people. The Great Depression brought an end to most circuits, although a few continued until World War II.

This new online collection has been added to the more than 90 already freely available from American Memory, which is a project of the National Digital Library Program of the Library of Congress. ◆

FLICC

continued from page 84

Her information science background provides the basis for her understanding of client requirements, end-user interfaces and content management. Her skills make her a leader both to the Department of Defense and to the federal information community at large.

2000 Federal Library Technician of the Year

Darcy Bates, library technician, Electronic Information Center, U.S. Patent and Trademark Office (PTO), is recognized for personal initiative, technical skills and rapport with customers. His willingness to respond to emerging customer needs resulted in a dramatic increase in the demand for information services and created a group of satisfied and repeat customers. His ability to rise to new challenges and deal with a rapidly increasing workload while maintaining high customer service standards has contributed to the growing success of PTO's recently established Electronic Information Center. **Carolly J. Struck** of the U.S. Naval Hospital Medical Library, Great Lakes, Ill., received honorable mention.

Information on the 2001 Award program will be announced later this spring. For the latest information on the awards, interested parties may refer to the FLICC Web site (**www.loc.gov/ flicc**), where information regarding the 2001 nomination packet will be posted on the "What's New" section as soon as it becomes available.

Robin Smith

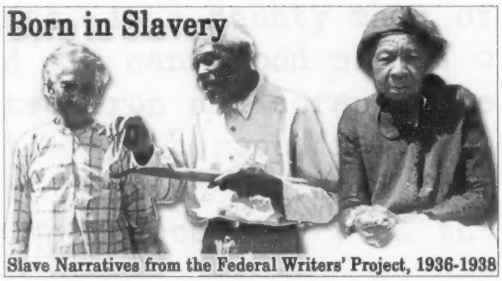
Ms. Tarr talks with Library Technician of the Year Darcy Bates from the Electronic Information Center at the U.S. Patent and Trademark Office.

The Federal Library and Information Center Committee fosters excellence in federal library and information services through interagency cooperation and provides guidance and direction for the Federal Library and Information Network (FEDLINK). Created in 1965 and headquartered at the Library of Congress, FLICC also makes recommendations on federal library and information policies, programs and procedures to federal agencies and to others concerned with libraries and information centers. ◆

'Born in Slavery'

An Introduction to the WPA Slave Narratives

*The American Memory collection "Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938" (**www.loc.gov**) contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. These narratives and photos were collected in the 1930s as part of the Federal Writers' Project of the Works Progress Administration (WPA).*



Slave Narratives from the Federal Writers' Project, 1936-1938

A joint presentation of the Manuscript and Prints and Photographs divisions of the Library of Congress, the online collection includes more than 200 images from the Prints and Photographs Division that are now available to the public for the first time. "Born in Slavery" was made possible by a major gift from the Citigroup Foundation.

American Memory is a project of the National Digital Library Program of the Library of Congress. More than 5 million items relating to American history, from the collections of the Library and other institutions, are freely available. This award-winning Web site receives more than 25 million hits each month.

BY NORMAN R. YETMAN

In 1855, John Little, a fugitive slave who had escaped to Canada, uttered this perceptive commentary upon attempts to convey the realities of the existence that he had fled: "Tisn't he who has stood and looked on, that can tell you what slavery is—'tis he who has endured."

The view that slavery could best be described by those who had themselves experienced it personally has found expression in several thousand commentaries, autobiographies, narratives and interviews with those who "endured." Although most of these accounts appeared before the Civil War, more than one-third are the result of the ambitious efforts of the Federal Writers' Project of the Works Progress Administration (WPA) to interview surviving ex-slaves during the 1930s.

The result of these efforts was the Slave Narrative Collection, a group of autobiographical accounts of former slaves that today stands as one of the most enduring and noteworthy achievements of the WPA. Compiled in 17 states during 1936-38, the collection consists of more than 2,300 interviews with former slaves, most of them first-person accounts of slave life and the respondents' own reactions to bondage. The interviews afforded aged ex-slaves an unparalleled opportunity to give their personal accounts of life under the "peculiar institution," to describe in their own words what it felt like to be a slave in the United States.

A Collective Portrait

The Slave Narrative Collection provides a unique and collective portrait of a historical population. Indeed, historian David Brion Davis has argued that the voluminous number of documented slave testimonies available in the United States "is indisputably unique among former slaveholding nations." In addition to the substantial number of life histories it contains, the most compelling feature of the collection is the composition of the sample of people who made up its informants. Although not a representative sample of the slave population, they were a remarkably diverse and inclusive cross section of former slaves. Those whose voices are included in the collection ranged in age from 1 to 50 at the time of emancipation in 1865, which meant that more than two-thirds were over 80 when they were interviewed. Almost all had experienced slavery within the states of the Confederacy and still lived there. They represented all the major slave occupations. Moreover, the size of the slave units on which respondents reported living varied considerably, from plantations with more than a thousand slaves to situations in which the informant was his or her owner's only slave. The treatment these individuals reported ran the gamut from the most harsh, impersonal and exploitative to working and living conditions that were intimate and benevolent. Except for the fact that most of the informants were relatively young when they experienced slavery (older slaves had died long before these interviews were undertaken), all the major categories of the slave population appear to be well represented in the collection.

Because the actual occupational distribution of the slave population is unknown, assurance of total randomness in this sample is impossible. But there appears little reason to believe that the processes involved in the selection of interviewees produced a sample that systematically diverged from the larger population. The WPA narratives thus constitute an illuminating and invaluable source of data about antebellum and post-emancipation Southern life, the institution of slavery and, most important, the reactions and perspectives of those who had been enslaved.

James Boyd, age about 100, with unidentified woman, ca. 1937

Slave Narratives During Slavery and After

The Slave Narrative Collection represents the culmination of a literary tradition that extends back to the 18th century, when the earliest American slave narratives began to appear. The greatest vogue of this genre occurred during the three decades of sectional controversy that preceded the Civil War. The avowed intention of the antebellum narrative was to challenge the roseate portrait of slavery painted by its apologists. The pro-slavery justification of the "peculiar institution" alleged that it was a benevolent system and that the position of the slave was more secure than that of the Northern wage earner. The slave, according to George Fitzhugh, one of the most vigorous of the pro-slavery propagandists, "was happy as a human can be."

But the stereotype of the "contented slave" was contradicted by the many fugitive slaves who sought refuge from bondage in the North and in Canada. Their often sensational revelations of the realities of slave life provided a persuasive challenge to Southern justifications of slavery. During the antebellum period, thousands of autobiographical and biographical accounts of slave experiences were published and generally promoted and distributed by abolitionist propagandists. These narratives enjoyed immense popularity, were eagerly sought for publication by abolitionist journals and proved financially successful. While it is difficult to weigh their precise influence on the antislavery crusade, there is little doubt that they effectively countered the propaganda of pro-slavery apologists.

The vogue for the slave narrative waned after the Civil War. The typical antebellum narrative had served as an exposé of the horrors of the "peculiar institution," but the Civil War settled the issue of slavery and destroyed the narrative's raison d'etre. The sensational narrative of prewar vintage lingered on, but its publication after the war failed to elicit the same sympathy and enthusiasm. A nation weary of war and intent upon reconciliation expressed little desire to be reminded of the realities of life before the war. Most of the narratives that did appear in the half century following Reconstruction—their number meager when compared to the abundance of antebellum narratives—reflected a radically different conception of slave life. Now the narratives were employed almost exclusively as a nostalgic and sentimental reaffirmation of the "plantation legend" popularized by Southern local colorists. While local-color treatment of the oral tradition of the ex-slave helped to sustain an interest in African American folklore during the early years of the 20th century, this alone proved insufficient to arouse a more general interest in recording ex-slaves' accounts of life under slavery. As the ranks of former slaves dwindled, so did the possibility of preserving the "inside view" of slavery that their testimonies provided.

Sarah Gudger, age 121, ca. 1937

In this box and in the boxes on pages 89 and 93 are excerpts from the narratives available from "Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938"

Perry Lewis, Baltimore

"I was born on Kent Island, Md., about 86 years ago. My father's name was Henry and mother's Louise. I had one brother John, who was killed in the Civil War at the Deep Bottom, one sister as I can remember. My father was a freeman and my mother a slave, owned by Thomas Tolson, who owned a small farm on which I was born in a log cabin, with two rooms, one up and one down.

"As you know the mother was the owner of the children that she brought into the world. Mother being a slave made me a slave. She cooked and worked on the farm, ate whatever was in the farmhouse and did her share of work to keep and maintain the Tolsons. They being poor, not having a large place or a number of slaves to increase their wealth, made them little above the free colored people and with no knowledge, they could not teach me or any one else to read.

"You know the Eastern Shore of Maryland was in the most productive slave territory and where farming was done on a large scale; and in that part of Maryland where there were many poor people and many of whom were employed as overseers, you naturally heard of patrollers and we had them and many of them. I have heard that patrollers were on Kent Island and the colored people would go out in the country on the roads, create a disturbance to attract the patrollers' attention. They would tie the ropes and grape vines across the roads, so when the patrollers would come to the scene of the disturbance on horseback at full tilt, they would be caught, throwing those who would come in contact with the rope or vine off the horse, sometimes badly injuring the riders. This would create hatred between the slaves, the free people, the patrollers and other white people who were concerned.

"In my childhood days I played marbles, this was the only game I remember playing. As I was on a small farm, we did not come in contact much with other children, and heard no children's songs. I therefore do not recall the songs we sang.

"I do not remember being sick but I have heard mother say, when she or her children were sick, the white doctor who attended the Tolsons treated us and the only herbs I can recall were life-everlasting boneset and woodditney, from each of which a tea could be made.

"This is about all I can recall." ◆

Mary Kindred, age 80, ca. 1937

The Twentieth Century Revival

This trend was dramatically reversed during the late 1920s and the 1930s, which witnessed a revival of interest in slave narratives. During this period, several independent projects to secure ex-slave testimonies were undertaken. What most clearly distinguished these from earlier efforts was their sociological character. The single-minded moralism that had pervaded earlier narratives diminished substantially. The typical supplanted the dramatic as the primary focus of inquiry; detailed questionnaires were designed to obtain a catalog of information on the daily round of slave life. The primary goal in each instance was simply to get aged African Americans to discuss the range of their experiences and impressions of life under the slave regime. The Federal Writers' Project study that produced the Slave Narrative Collection was the most ambitious and comprehensive of several such efforts.

The reasons for the resurgence of interest in slave narratives are both numerous and complex. With the number of surviving ex-slaves rapidly diminishing by the 1930s, the time was imminent when their testimonies could no longer be obtained. This fact was often cited as a motivation by those compiling the narratives. However, while it goes far toward explaining the sense of urgency that inspired the several narrative-gathering efforts, it is insufficient to account for the heightened awareness of the narratives' value at this particular time. The underlying sources of this interest must be sought elsewhere.

Slave Narratives and the New Debate About Slavery

Just as the antebellum slave narratives had gained prominence in reaction to the Southern defense of slavery, so interest in the latter-day slave narrative was stimulated by the dominant attitudes toward the slave regime that prevailed in the first quarter of the 20th century. Seldom before or since has racism been so pervasive and so academically respectable in the United States. The assumption of the innate and inherited inferiority of non-Anglo-Saxon racial and ethnic groups permeated and dominated white intellectual and popular thought. Social, scientific and historical thought both mirrored and reinforced this racism.

By far the most profound influence upon the historical study of slavery during this period was the writings of Ulrich B. Phillips, whose monumental *American Negro Slavery* (New York, 1918; reprint Baton Rouge, Louisiana, 1996) established him as the leading authority on the subject. *American Negro Slavery* was so comprehensive, its scholarship so exacting, and its racial assumptions so closely attuned to those then prevailing, that it "succeeded in neutralizing almost every assumption of the antislavery tradition," according to Stanley M. Elkins in *Slavery: A Problem in American Institutional and Intellectual Life* (Chicago, 1959).

The portrait of slavery that emerged from *American Negro Slavery* bore a striking resemblance to that espoused by pro-slavery apologists before the Civil War. It minimized the severity of American slavery, extolled its civilizing and Christianizing functions and reasserted the notion that the slave was submissive rather than defiant. The overall effect was a verification of the "plantation myth" and a confirmation of what Stanley Elkins has termed the "Sambo" image of the slave.

Against this background, the revival of interest in the slave narrative reflected a post-World War I revitalization of African American culture that was instituted and promoted in large measure by blacks themselves. Most dramatically manifested in the Harlem Renaissance of the 1920s, this revitalization was marked by a concerted quest for a "usable" past, one that would impart a sense of self-respect, dignity and identity to African Americans. One result was the serious study of black history, spearheaded by the unremitting efforts and inspiration of W.E.B. DuBois and of Carter G. Woodson, the energetic founder, editor and moving spirit behind the *Journal of Negro History*. The emergence of an increasing number of black scholars signaled the demise of black acquiescence to the prevailing white interpretations of the African American past.

The authority of Phillips's interpretation therefore did more than rekindle interest in the subject of slavery. Although accepted as authoritative in most academic circles, his sympathetic view was indignantly contested by the new generation of black scholars who, as the slaves' blood and spiritual descendants, could not approach slavery in the spirit of erudition alone. Just as Phillips's Southern background and heritage had exerted a profound and pervasive influence upon his view of slavery, so the portrait espoused by African Americans was derived from a

Mother and child, ca. 1937

Alonza Fantroy Toombs, ca. 1937

tradition perpetuated and enriched by the accounts of those who had experienced life under the slave regime. When Phillips spurned the use of ex-slave reminiscences as historical data, he rejected the validity of the very source upon which many of the basic assumptions of African American scholars were ultimately founded.

Phillips's aversion to using slave narratives as appropriate sources of historical data also precluded the study of slavery written from the standpoint of the slave, since the sources he employed were inadequate to answer the question, "What was it like to be a slave?" The recognition that only individuals who had lived under the slave regime could adequately answer this question contributed substantially to the surge of interest in obtaining the testimonies of former slaves.

Slave Narratives and the Waning Authority of Racism

The discovery of African American culture during the 1920s and 1930s engaged the attention of a growing number of whites as well. White writers found in African American life and culture a fresh source of artistic materials, and serious treatment of black culture was a distinguishing feature of the Southern literary renaissance that flourished in the 1920s. Interest in black art and entertainment was reflected in the acceptance of jazz by white musicians and its popularity among white audiences. Fascination with black folklore, which extended back to the 19th century, increased significantly during the '20s and was enlivened by innovations such as the unique brand of folk sociology pioneered by Howard W. Odum at the University of North Carolina.

This burgeoning interest in African American culture was enhanced immeasurably by the rapidly expanding disciplines of anthropology and sociology. While social-scientific thought was not immune to the popular racial preconceptions of the day, the authority of such doctrines was weakened by the impact of intellectual currents from within the social sciences themselves. The concept of culture, more than any other single idea, contributed to the erosion of respectable racism. Although explicitly accepted only in avant-garde circles during the '20s, the culture concept had been an implicit and sometimes contradictory component of the working assumptions of many social scientists even at the zenith of the vogue of racist thought. Facilitated by the decline of racialist explanations and by an increased sophistication in methodological techniques, social-scientific attention to race and African American culture steadily increased throughout the '20s and '30s. The convergence of these several currents fostered a climate receptive to efforts to obtain personal testimonies concerning antebellum slave life, and it was from within this cultural milieu that interest in the collection of ex-slave narratives arose.

Anna Smith, Summit County, Ohio

In a little old rocking chair, sits an old colored "mammy" known to her friends as "Grandma" Smith, spending the remaining days with her grandchildren. Small of stature, tipping the scales at about 100 lbs. but alert to the wishes and cares of her children, this old lady keeps posted on current events from those around her. With no stoop or bent back and with a firm step she helps with the housework and preparing of meals, waiting, when permitted, on others. In odd moments, she likes to work at her favorite task of "hooking" rag rugs.

Never having worn glasses, her eyesight is the envy of the younger generation. She spends most of the time at home, preferring her rocker and pipe (she has been smoking for more than 80 years) to a back seat in an automobile. ...

A note of hesitancy about speaking of her past shows at times when she realizes she is talking to one not of her own race, but after eight years in the north, where she has been treated courteously by her white neighbors, that old feeling of inferiority under which she lived during slave days and later on a plantation in Kentucky has about disappeared.

Her home is [a] comfortably furnished two story house with a front porch. ... Kentucky with its past history still retains its hold. She refers to it as "God's Chosen Land" and would prefer to end her days where about 80 years of her life was spent. On her l01st birthday (1935) she posed for a picture, seated in her favorite chair with her closest friend, her pipe.

Abraham Lincoln is as big a man with her today as when he freed her people. ...

Anna Smith's parents are William Clarke and Miranda Toll. Her father was a slave belonging to Judge Toll. It was common practice for slaves to assume the last name of their owners.

It was before war was declared between the North and South that she was married, for she claims her daughter was "going on three" when President Lincoln freed the slaves. Mrs. Smith remembers her father who died at the age of 117 years.

Her oldest brother was 50 when he joined the Confederate Army. Three other brothers were sent to the front. One was an ambulance attendant, one belonged to the cavalry, one an orderly sergeant and the other joined the infantry. All were killed in action. Anna Smith's husband later joined the war and was reported killed. ... ◆

Collections That Led the Way

The earliest of the endeavors to secure interviews with ex-slaves was initiated in 1929 under private auspices when separate and independent projects began simultaneously at Fisk University, Southern University and Prairie View State College. The projects at Southern and Prairie View were directed by John B. Cade, a historian whose interest in using the accounts of ex-slaves was initially aroused by the controversy over the nature of the slave regime and, in particular, by Ulrich B. Phillips's contention that slaves had been contented with their lot. Cade later summarized the materials collected under his direction at Southern in his July 1935 article in the *Journal of Negro History*, "Out of the Mouths of Ex-Slaves," and the project's success stimulated him to undertake a similar effort at Prairie View during the mid-1930s.

The Fisk collection of slave narratives evolved as an unanticipated consequence of research directed by Charles S. Johnson, who had established the Social Science Institute at Fisk in 1928. One of Johnson's earliest projects, an extensive community study of the African American neighborhoods adjacent to Fisk in Nashville, foreshadowed the influence his research training at the University of Chicago's renowned Department of Sociology was to exert on the Fisk collection of slave narratives. In that study, Johnson's research design relied heavily on personal interviews, and Ophelia Settle of the Social Science Institute's research staff interviewed a large number of former slaves.

Allen Sims, ca. 1937

Johnson quickly recognized the value of preserving such firsthand accounts of slave life and urged that a concerted effort be made to obtain them. In addition to those in Nashville, interviews were conducted in rural Tennessee and Kentucky and later as an integral component of Johnson's study of Macon County, Ala., which formed the substance of his analysis of the plantation as a social institution. These interviews proved so satisfactory that Johnson planned to publish a volume based on an analysis of the 100 documents Settle had obtained. Although the plan was never realized, the Social Science Institute's Unwritten History of Slavery reproduced approximately one-third of the narratives.

The WPA and Americans' Life Histories

Yet private efforts to preserve the life histories of former slaves accounted for only a small portion of the narratives collected during this period. The advent of the New Deal marked a new phase, for it was under New Deal employment programs for jobless white-collar workers that narrative collecting reached its zenith, first, in 1934 in a Federal Emergency Relief Agency (FERA) white-collar project headed by Lawrence D. Reddick at Kentucky State College, and subsequently in its successor organization, the Works Progress Administration. Both agencies were created in response to the massive unemployment of the Great Depression and were designed to use unemployed workers on public-works projects such as building roads, dams, bridges and swimming pools. However, the scourge of unemployment during the Depression was not restricted to blue-collar workers, and thus both the FERA and the WPA included projects for white-collar workers as well. The most notable of these were the WPA Arts Projects.

The spirit of innovation and experimentation that was the hallmark of the New Deal was nowhere more clearly manifested than in the establishment of Federal Project Number One, better known as the Federal Arts Project, an umbrella organization that included the Federal Art, Music, Theatre and Writers' Projects designed to assist unemployed writers, artists, musicians and actors by providing them with employment that would use their occupational skills. With the creation of the Arts Project, the federal government embarked upon an unprecedented program of support for artistic and cultural endeavors.

Patsy Moses, age 74, ca. 1937

As originally envisioned, the primary task of the Federal Writers' Project was to prepare a comprehensive and panoramic "American Guide," a geographical-social-historical portrait of the states, cities and localities of the entire United States. The original idea of a single multivolume national guide ultimately gave way to the *American Guide Series*, composed of a number of state and local guides.

As the Writers' Project became more firmly established and its research potential more apparent, the scope of its efforts broadened beyond the guides, and activities initially associated with them assumed independent significance. Among these was a series of projects manifesting a fresh appreciation for the folk elements in American life, the most innovative of which sought interviews for anthologies reflecting the lives of Americans from many different backgrounds.

According to Ann Banks, editor of *First Person America* (New York, 1981) the result was "the largest body of first-person narratives ever collected in this country." And the collections

of folklore, life histories and materials on African American life that resulted gave impetus to the collection of slave narratives.

Thus the program and personnel of the Writers' Project presented a unique opportunity to pursue folklore research on a national basis, and the emphasis upon the collection of folklore materials became one of the project's most characteristic and productive features. To direct activities in this area, the Writers' Project recruited John A. Lomax, one of the foremost figures in the development of American folklore. A man whose pioneering efforts in folklore research established him as "the greatest popularizer and one of the greatest field collectors of American folksong," Lomax was instrumental in identifying and preserving important black folk materials that had previously been overlooked or ignored.

Lomax's tenure with the Writers' Project was relatively brief, but his impact upon it, and especially on the formation of the Slave Narrative Collection, was enduring. His early direction of the project's folklore research mirrored his personal interest in Southern and rural materials. The interview method of collecting folklore and the corollary emphasis upon the collection of life-history materials, both of which he introduced, became a hallmark of Writers' Project research. The life-history approach was used not only in the Slave Narrative Collection but in several unpublished Writers' Project studies, such as the autobiographies of Texas and Kansas range pioneers. It was most fully developed in the highly original and widely acclaimed *These Are Our Lives*, published by the Federal Writers' Project in 1939, as a series of life histories of a broad and diverse but undistinguished group of residents of the southeastern United States. The Slave Narrative Collection was thus a natural and logical extension of the Writers' Project goal of letting ordinary people tell their own life stories.

The Black Presence in the Writers' Project

During the Depression, an awakened appreciation for the cultural diversity of the American people heightened interest in and sympathy for American minority groups. The broad egalitarianism of the New Deal both reflected and inspired this attitude. The Roosevelt administration proved more responsive to the needs and interests of African Americans than had any administration since Lincoln's. Blacks, in turn, became an important element in the New Deal coalition. Cooperation was fostered by the efforts of a handful of prominent administration spokesmen and by the pressures that African Americans themselves exerted to obtain representation in New Deal programs. Through these efforts, blacks were appointed to positions of responsibility within numerous governmental agencies, creating the "Black Cabinet" or "Black Brain Trust"—a vocal and eloquent group of highly trained and politically astute African American intellectuals who spearheaded the struggle for civil rights during the '30s. Within the administration, its members served, officially and unofficially, as their agency's "race relations adviser" and "to look out for the Negro interests." Discrimination still flourished, for this representation of African Americans in the New Deal was largely token. But compared to the indifference of previous administrations, it was also a significant departure.

Henry Robinson, ex-slave, ca. 1937

African American participation on the Writers' Project was achieved only after the lack of black personnel had been scored by black leaders. Following the predictable New Deal pattern, an Office of Negro Affairs was created, which played a vital role in the Writers' Project program. With "Black Cabinet" support, Sterling A. Brown, a Washington, D.C., poet and Howard University English professor, was enlisted to ensure that "the Negro [was] not neglected in any of the publications written by or sponsored by the Writers' Project."

While its primary official responsibilities were editorial, the Office of Negro Affairs also served as watchdog over the Writers' Project's personnel practices. In this capacity its course of action was limited because personnel policies were largely determined by the participating states and the national office could do little more than deplore the discrimination that existed and recommend the addition of qualified black writers. Black participation was in many instances circumscribed by white Southern mores that dictated the establishment of separate units for white and black, the cost of which was often prohibitive. Moreover, state Writers' Project officials were extremely sensitive to local white public opinion and were reluctant to take any action that might endanger their already tenuous status in the eyes of the white community. When individual African Americans were hired in states lacking separate black units, their terms were often of short duration; the familiar pattern of "last hired, first fired" is amply documented in Federal Writers' Project records.

Yet the record of the FWP on this score is mixed. While African Americans were virtually excluded from

Alan Lomax

Zora Neale Hurston, Rochelle Harris and Gabriel Brown in Eatonville, Fla., during the Lomax-Hurston-Barnicle recording expedition to Georgia, Florida and the Bahamas, June 1935

Writers' Projects in several Southern states, the pattern was not universal. In several states—notably Virginia, Louisiana and Florida—ambitious black units flourished; in several others the number of black workers fluctuated in response to work quotas. And the energies of the black writers were directed almost exclusively to the collection of materials pertaining to African American culture.

The relative paucity of black personnel on the Writers' Project makes their accomplishments all the more impressive. In addition to the collection and preparation of materials for the state guides, African American workers in Arkansas, Louisiana, Florida and Virginia engaged in research studies on black history and culture. The Washington office of the FWP also contemplated publishing a history of the anti-slavery struggle "from the Negro point of view"; development of a comprehensive bibliography of writings on African American culture; and the compilation of a documentary record of events in the history of the Underground Railroad.

Sterling A. Brown, whose unstinting support and encouragement sustained each of those efforts, had personally formulated plans for the publication of a volume that would draw substantially upon Writers' Project materials obtained by black researchers. These studies were curtailed and publication plans based upon them thwarted, however, by the abrupt termination of the Writers' Project in 1939. Only *The Negro in Virginia* (New York, 1940), a product of that state's black unit directed by Roscoe E. Lewis and one of the outstanding achievements of the Writers' Project, attained publication.

The WPA Begins Collecting Slave Narratives

Preliminary plans for the Writers' Project made no provision for collecting slave autobiographies, testimonies and reminiscences. Interviews with former slaves were undertaken spontaneously after the inception of the FWP and were included among the activities of several Southern Writers' Projects for almost a year before these isolated and unrelated efforts were transformed into a concerted regional project coordinated by the Washington office. Project records reveal that a small number of ex-slave interviews had been sporadically conducted, often by a single black employee, in Alabama, Arkansas, Florida, Georgia, South Carolina, Texas and Virginia without explicit direction or apparent recognition from Washington before the collection of narratives was officially inaugurated by the national headquarters of the FWP in April 1937.

It was a group of ex-slave narratives submitted by the Florida Writers' Project that directly sparked the establishment of a regional study under FWP auspices. The Florida narratives had been independently undertaken under the direction of the state director of the Florida Writers' Project, Carita Doggett Corse, who earlier in her career had glimpsed the potential value of such interviews while engaged in research on a history of Fort George Island. When Corse was appointed director of the Florida Writers' Project in the fall of 1935, the recollection of her conversations with an aged ex-slave who had vividly recalled much of the island's past, coupled with the Writers' Project emphases upon personal history and interview methods of data collection, suggested the possibility of using project personnel to interview ex-slaves.

In 1936 employees of Florida's active black FWP unit, which included the novelist-anthropologist Zora Neale Hurston, interviewed a substantial number of former slaves as an integral part of their quest for indigenous African American folk materials. These activities were nominally associated with the compilation of the *Florida Guide* and the narratives obtained were later considered for inclusion in a projected volume titled *The Negro in Florida*, which was never completed. (In 1993 Gary W. McDonogh edited *The Florida Negro: A Federal Writers' Project Legacy* [Jackson, Miss., 1993], a previously unpublished product of the Florida Writers Project, which relied extensively on interviews with African Americans.)

In March 1937 several of the Florida interviews were forwarded to Washington for editorial comment. Lomax and Brown were intrigued by the narratives and immediately recognized the value of preserving them. Excited by the possibilities that the structure and emphases of the Writers' Project afforded for large-scale collection of life histories, Lomax proposed that such efforts be extended more systematically to the remaining Southern and border states. On April 1, 1937, the collection of slave narratives formally began with the dispatch of instructions to each of these states directing their Writers' Project workers to the task of interviewing former slaves.

John Lomax's Leadership and the Issue of Race

The project to interview former slaves assumed a form and scope that bore Lomax's imprint and reflected his experience and zeal as a collector of folklore. His sense of urgency inspired the efforts in several states. And his prestige and personal influence enlisted the support of many project officials, particularly in the deep South, who might otherwise have been unresponsive to requests for materials of this type.

One might question the wisdom of selecting Lomax, a white Southerner, to direct a project involving the collection of data from black former slaves. Yet whatever racial preconceptions Lomax may have held do not appear to have had an appreciable effect upon the Slave Narrative Collection. Lomax's written instructions to interviewers emphasized the necessity of obtaining a faithful account of the ex-slave's version of his or her experiences.

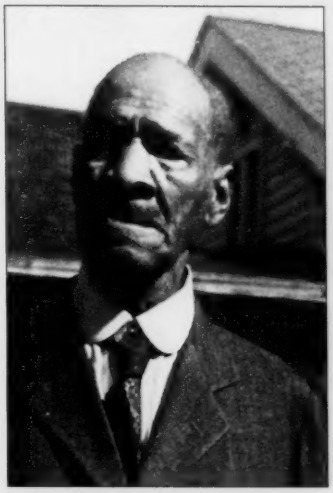
"It should be remembered that the Federal Writers' Project is not interested in taking sides on any question. The worker should not censor any materials collected regardless of its [sic] nature." Lomax constantly reiterated his insistence that the interviews be recorded verbatim, with no holds barred. In his editorial capacity he closely adhered to this dictum, making only minor grammatical corrections, never altering the substance of the narratives. Narratives were never rejected or revised because of questions about their authenticity.

On the other hand, while Lomax was keenly sensitive to the importance of establishing adequate rapport with the aged informants, it does not appear that he seriously considered the possibility that black interviewers might accomplish this more effectively than white. Earlier evaluations of the Georgia narratives had reported that black interviewers appeared "able to gain better insight" than whites and that the interviews obtained by blacks were "less tinged with glamour." Nevertheless, no special attempt was made to assign African Americans to this task, as had previously been done in Georgia, Florida and several other states. Indeed, after the national office of the FWP began directing the project, the writers employed as interviewers were almost exclusively white—and it is probable that in many instances caste etiquette led ex-slaves to tell white interviewers "what they wanted to hear." Lomax's personal success in obtaining African American folklore may have blinded him to the effects of the interviewer's race on the interview situation.

Yet Lomax should not be held solely responsible for the paucity of black interviewers, for his duties were editorial rather than administrative. And as noted above, African Americans were underrepresented among the writers in the Writers' Project primarily because Washington officials were unable to ensure that black personnel be included in local and state FWP units, especially in the South.

Ruby T. Lomax

John Lomax and Uncle Rich Brown at the home of Julia Killingsworth near Sumterville, Ala., Oct. 1940



John W. Fields, Lafayette, Ind.

"... In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the plantation owners were very harsh if we were caught trying to learn or write. It was the law that if a white man was caught trying to educate a negro slave, he was liable to prosecution entailing a fine of 50 dollars and a jail sentence. We were never allowed to go to town and it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and whiskey. Our ignorance was the greatest hold the South had on us. We knew we could run away, but what then? An offender guilty of this crime was subjected to very harsh punishment. ..." ◆

How the Narratives Were Compiled

Responses to the request for ex-slave materials varied. Interviews were conducted in all Southern and most border states, as well as in New York and Rhode Island. Alabama, North Carolina, South Carolina and Texas sponsored especially productive projects, but the achievement of the Arkansas Project—whose director, Bernice Babcock, had a special interest in the ex-slave narratives—exceeded that of any other state. Although their brevity often limits their utility, the nearly 700 Arkansas narratives constitute almost

Lou Turner, age 89, ca. 1937

one-third of the entire collection. One writer alone, Irene Robertson, interviewed 286 former slaves. Yet in this instance, as in many others in the history of the Writers' Project, plans for publication were frustrated by the termination of the FWP.

Most of the narratives were compiled in 1937 and early 1938. Thereafter, interviewing was curtailed for several reasons. The competing demands of several other FWP projects in addition to the preparation of the *Guides* meant that the slave narrative project could not continue indefinitely. Uncertainty about the ultimate disposition of the narratives curbed interest as well. Many officials also felt that the repetition that characterized the narratives marked a point of diminishing returns. Finally, many felt—erroneously, it now appears—that the supply of ex-slaves had been exhausted. By the spring of 1939, the collecting of ex-slave interviews had ceased.

After interviewing ended, the narratives lay dormant for several years, and it appeared that they might be relegated to permanent archival oblivion in their respective states. Upon the termination of the Writers' Project, however, responsibility for the final disposition of the narratives was assumed by the Writers' Unit of the Library of Congress Project, which was concerned primarily with the conservation of Writers' Project materials not intended for publication by the individual states. Approximately 2,300 narratives, as well as a thousand related documents and other "non-narrative materials" (consisting primarily of copies of newspaper advertisements of slave auctions and runaways, state laws and bills pertaining to slavery, tax enumerations on slaves, bills of sale, etc.), were among the materials called in from the states for permanent retention in the Library of Congress.

Benjamin A. Botkin, a noted folklorist who had succeeded Lomax as Folklore Editor of the Writers' Project, directed the processing of these materials. Botkin was chiefly responsible for preserving the narratives in a permanent collection, for without his sensitivity to the value of this collective portrait and without his concern for their preservation and what could be made of them, the interviews would probably never have been put to use. Appropriately subtitling the collection "A Folk History of Slavery in the United States," Botkin supervised the accession of the interview materials from the states and their organization into bound volumes that were then deposited in the Rare Book Room of the Library. The "non-narrative materials" that accompanied the interviews were deposited in the Library of Congress's Archive of Folk Song. With the exception of a number of the Virginia narratives used in the preparation of *The Negro in Virginia* and not forwarded to Washington, all the narratives that had been sent to Washington from state Writers' Project offices were presented in bound volumes to the Library of Congress in 1941.

The Limitations of the Slave Narrative Collection: Problems of Memory

Before the resurgence of interest in slavery generated by the black protest movement of the 1960s and '70s, few historians or social scientists sought to mine the riches of the ex-slave testimonies. One major reason for this neglect was that until 1972 the entire collection was relatively inaccessible. Although the original transcripts were available for reference in the Rare Book Division of the Library of Congress, the collection does not circulate, and its sheer bulk (more than 10,000 unindexed pages) undoubtedly discouraged efforts to use it more widely and effectively. Since the early 1970s, however, both the entire Slave Narrative Collection and selections from it have been widely reprinted, and the present effort by the Library of Congress to make the collection available through the Internet now renders that limitation moot.

A more significant reason for the neglect of the Slave Narrative Collection before the 1970s, however, was the circumspection with which historians have generally regarded personal reminiscences. Recollection of the past is always a highly subjective phenomenon, one continually susceptible to modification and distortion. The alleged untrustworthiness of these interviews with aged former slaves has, therefore, been a frequent and not inconsequential objection to their use in historical research. For example, John Blassingame, whose book *The Slave Community* was a pioneering effort to analyze the personal accounts of former slaves—in this case primarily the antebellum slave narratives—has been especially skeptical of the Slave Narrative Collection interviews, and, although aware of their existence, did not use them in *The Slave Community* for fear that their use would "lead almost inevitably to a simplistic and distorted view of the plantation as a paternalistic institution where the chief feature of life was mutual love and respect between masters and slaves," Blassingame said in his 1972 book.

Certainly the interviews in the Slave Narrative Collection present problems beyond the general issue of the reliability and accuracy of recollections of the past. Not only had more than 70 years elapsed between Emancipation and the time of the interviews, but most informants had experienced slavery only as children or adolescents. Those interviewed were extremely old and most were living in conditions of abject poverty during the Depression years of the 1930s. These factors often combined to make them look upon the past through rose-colored glasses; they fondly described events and situations that had not been, in reality, so positive as they recalled them. Moreover, it is apparent that some informants, mistaking the interviewer for a government representative who might somehow assist them in their economic plight, replied to questions with flattery and calculated exaggeration in an

effort to curry the interviewer's favor. Exaggeration may often have been the consequence of the interview itself, which gave informants an opportunity to be the center of attention.

It is uncertain, then, whether the former slaves reported their experience under slavery accurately and truthfully. Two other major questions surrounding the use of the slave narratives concern, first, whether the interviewers were able to elicit candid responses from their informants and, second, whether what the informants said was accurately recorded.

It is axiomatic that the quality of an interview depends on the skill of the individual who obtains it. The quality of typewritten accounts contained in the collection is grossly uneven, reflecting the varied talents of the federal writers. Most of the interviewers were amateurs, inexperienced and unsophisticated in the use of interview techniques. Most expressed little concern about the problems of distortion inherent in the interview process and were insensitive to the nuances of interview procedure. A questionnaire devised by Lomax suggesting possible categories of discussion was often partially or totally ignored, frequently resulting in rambling and trivial comments. When the questionnaire was too closely followed, the result was stylized and superficial responses, devoid of spontaneity. Moreover, it is problematic how accurately interviewers wrote down exactly what the informant had said, especially when, as in many narratives, there was great attention given to dialect. In addition, as George P. Rawick's searches of state Writers' Project records indicate in *The American Slave* (Supplement Series 1 and 2), some of the writers and editors themselves undertook to revise, alter or censor the accounts.

Should the Slave Narrative Collection Be Used?

Given the myriad problems of authenticity and reliability surrounding the interviews, one might despair of using them at all. Indeed, until the 1970s they were not widely used in a serious fashion by scholars. The reservations concerning their use were summarized by David Henige, who, after a cursory discussion of the context within which the interviews were obtained, concludes in *Oral Historiography* (London, 1982) that "the combination of weaknesses that characterizes the ex-slave narratives restricts their reliable data to such matters as childhood under slavery, some aspects of family life, some details on slave genealogies and some unintended insights into the nature of memory and of interview psychology. ..." Therefore, he contends, the Federal Writers' Project effort to preserve the life histories of the former slaves "was largely an opportunity lost."

However, a blanket indictment of the interviews is as unjustified as their indiscriminate or uncritical use. Each kind of historical document has its own particular usefulness as well as its own inherent limitations for providing understanding of the past. The utility of the ex-slave interviews can only be determined in the context of the objectives of the researcher. For example, if one is interested in entering the perennial debate over the profitability of slavery, information obtained from the narratives will be highly impressionistic and much less valuable than that from other sources such as plantation records. Yet if one wishes to understand the nature of the "peculiar institution" from the perspective of the slave, to reconstruct the cultural and social milieu of the slave community, or to analyze the social dynamics of the slave system, then these data are not only relevant, they are essential. That is not to imply that they should be used exclusively or without caution. Yet the hazards of attempting to comprehend slavery without using them far outweigh the limitations of their use.

Saidiya V. Hartman in *Scenes of Subjection: Terror, Slavery and Self-Making in Nineteenth-Century America* (New York, 1997), has recently undertaken a penetrating assessment of the Slave Narrative Collection's utility. With all their limitations, she asks, "How does one use these sources? At best with the awareness that a totalizing of history cannot be reconstructed from these interested, selective and fragmentary accounts and with an acknowledgment of the interventionist role of the interpreter, the equally interested labor of historical revision and the impossibility of reconstituting the past free from the disfigurements of present concerns. With all these provisos issued, these narratives nonetheless remain an important source for understanding the everyday experience of slavery and its aftermath. ..." ◆

Attendants at Old Slave Day, Southern Pines, N.C., April 8, 1937

Mr. Yetman is Chancellors Club Teaching Professor of American Studies and Sociology and chair of the American Studies Program at the University of Kansas, where he is also Courtesy Professor of African and African American Studies and co-editor (with David Katzman) of the transdisciplinary journal American Studies. *His publications on the Slave Narrative Collection include* Life Under the "Peculiar Institution": Selections from the Slave Narrative Collection *(1970), also published under the title* Voices from Slavery: 100 Authentic Slave Narratives *(revised edition, 2000), and articles in* American Quarterly.

Fundamentals of Foreign Legal Research

Law Library Launches Research Sessions

By MARIE LOUISE BERNAL

In an effort to promote increased access to the Library's collections and to feature the expertise of its staff, the Law Library launched a series of sessions this spring devoted to research in foreign law.

The series was offered in cooperation with the Law Librarians' Society of Washington, D.C. (LLSDC). The LLSCD is the local chapter of the American Association of Law Libraries and includes representatives from all types of law libraries. The format of each session is similar, a one-hour lecture focusing on a particular jurisdiction, but the venue changes with a different member institution acting as host each time.

Launching the series, "Fundamentals of Foreign Legal Research, " Law Librarian Rubens Medina expressed his appreciation for initiating and sponsoring this cooperative project to Patricia Gudas Mitchell, head librarian at Piper Marbury Rudnick & Wolfe LLP; and Kelly A.Vinopal, senior reference librarian at Dickstein Shapiro Morin & Oshinsky. They serve as co-chairs of LLSDC's Foreign, Comparative and International Law Special Interest Section. He also acknowledged the contribution of Marci Hoffman, international and foreign law librarian at Georgetown University Law Center, for moderating the sessions.

"In today's global society, the interest in foreign, comparative and international law reflects the role of the United States in the world and the significance given to foreign legal systems by the legislators, as well as the federal judiciary," Mr. Medina said. "The Law Library of Congress is committed to doing whatever we can to play an active role in providing as much access to this knowledge as possible to our traditional clients, as well as to other interested constituents."

In his remarks, Mr. Medina referred to similar programs in the past undertaken in cooperation with the law library community. Most recently, in 1999, the Law Library presented the daylong workshop "Meet the Legal Specialists: Expert Advice on Research and Acquisitions of Foreign Law in the Vernacular (Advanced)" under the sponsorship of the American Association of Law Libraries.

The opening session, held on March 7 in the Library of Congress National Digital Library Learning Center, featured Stephen F. Clarke, senior legal specialist in the Law Library. After receiving his law degree from Osgoode Hall Law School in Canada, Mr. Clarke obtained an LLM in comparative law from Georgetown University. "Why would anyone in the United States be interested in learning about Canadian law?" The speaker provided two reasons: "One is to solve or avoid legal problems and the other is to do comparative research."

The legal specialists are a cadre of some 20 staff members in the Law Library with foreign law degrees and bar memberships who, together with the legal analysts and legal reference specialists, provide Congress and the federal agencies with analysis and information on foreign and comparative law and current legal developments around the world.

The second program in the series, scheduled for April 10, will concentrate on Russian law with Peter Roudik, senior legal specialist, as a speaker. Mr. Roudik received his J.D. and Ph.D. from Moscow State University and an LLM degree from the Central European University in Budapest. The Russian program will be hosted by the library of the World Bank Legal Department. The last session will be held on May 16 at Georgetown University Law Center and feature Theresa Papademetriou, a senior legal specialist and graduate of the Law School of the University of Athens, with an LLM in international and comparative law from George Washington University School of Law. Ms. Papademetriou will cover research in her two specialties, Greek law and the laws and regulations of the European Union. For further information on this program, contact Marie Louise Bernal at mber@loc.gov.

Willie Swinson Jr.

Law Librarian Rubens Medina with senior legal specialists Theresa Papademetriou (Greece, Cyprus and the European Union), Stephen Clarke (Canada, New Zealand, Caribbean Islands, Micronesia, U.S. territories) and Peter Roudik (Russia and the former Soviet republics)

Ms. Bernal is special assistant to the Law Librarian.

Willie Swinson Jr.

Members of the Law Librarians' Society of Washington, D.C.: Kelly Vinopal, Dickstein Shapiro Morin & Oshinsky; Marci Hoffman, Georgetown University Law Center; and Pat Gudas-Mitchell, Piper Marbury Rudnick & Wolfe LLP.

Africa and Identity

Colin Palmer Opens Historical Conference at Library

By TRACY ARCARO

The American Historical Association, the Community College Humanities Association and the Library organized the conference "Interactions: Regional Studies, Global Processes and Historical Analysis," which was held at the Library on Feb. 28–March 3. The conference is the second phase of an effort that began with the 1999 institute for community college faculty, also held at the Library, called, "Globalizing Regional Studies." Both phases were funded by the Ford Foundation.

As conference Co-director Jerry Bentley said, the conference attempted to "twist the lens a bit and look at the past from a different point of view." Mr. Bentley explained that for 150 years professional historians searched archives for information that dealt with national communities: "Imagine what it would be like if, for those 150 years, historians had been going into the archives and looking for information and stories about the experiences that cross national boundary lines. Our understanding of the past would be completely different."

Colin Palmer, Dodge Professor of History at Princeton University, opened the conference with his keynote address on how people construct identity. For his examination of the topic, Mr. Palmer focused on how the children born in America from African slaves framed an image of their homeland and how the writers before the end of slavery constructed images of Africa.

The images of Africa found in the writings during the time before 1863 came mainly from clergymen, Mr. Palmer explained. He added that interpreters of history "must be cautious about making absolute statements about the representativeness of the clergymen's observations."

Although these African American intellectuals referred to Africa as a country, Mr. Palmer said that most writers today would not refer to the continent of Africa as a country and would be sensitive to the claims of each country's cultural religions.

African American writers before the end of slavery were, as Mr. Palmer said, mostly American born and were writing while the majority of their people were enslaved. Mr. Palmer explained that looking at the construction of identity through the writings of these people is necessary, because "we sometimes tend not to focus on how people shaped identities and how they framed images of themselves."

The writings of the African American intellectuals, according to Mr. Palmer, were influenced by the culture in which the writers were socialized, by the content of their formal education and by Christian principles they embraced. There were differences in the opinions of the writers, but "they all struggled to contest white definitions of themselves." This definition, he said, was the negative picture that African Americans were inferior to the peoples of European descent.

> **"Far too many writers, black and white, still view Africa and Africans through a Western and Christian lens."**
>
> ***—Colin Palmer***

Mr. Palmer said that some writers focused on showing how Africa had a history of achievement prior to its decline. In 1815, William Hamilton wrote that "Africa can boast of her antiquity, philosophers, artists, statesmen, generals, curiosities, stupendous buildings and once widespread commerce."

Some African American writers, according to Mr. Palmer, blamed the fall of Africa on white Europeans because of the slave trade, which crushed the peace and happiness of African civilization.

Other African American writers, he said, attributed responsibility to Africans themselves: "As Christians, such commentators bemoaned the absence of Christian beliefs among the majority of the African peoples." An acceptance of Christianity in Africa would, according to the beliefs of these intellectuals, lead to Africa's redemption and regeneration.

Mr. Palmer said that the intellectuals who believed this theory realized that to accept Christianity would mean that Africa would have to rid itself of its own religions and change its social arrangements. However, Palmer explained, African American Christians thought that the embrace of Christianity would lead to moral improvement.

Mr. Palmer explained that not all African American intellectuals blamed religion or a group of people. Some writers expressed the view that Africa's rise and fall was only a part of the order of things—civilizations rise and fall.

The representations by the few African American writers of the time are not the only images of Africa present before 1863. Mr. Palmer said, "One clue that there were other constructions of Africa may reside in the names that African Americans gave to many of the organizations that they founded before 18b63 ... suggesting an embrace of African heritage." He cites two Christian denominations as examples: the African Methodist Episcopal and the African Methodist Episcopal Zion churches.

Mr. Palmer's address on identity not only showed how there were varying views of Africa in the early 19th century, but also that an examination of another's culture requires a focus on that culture alone: "The distressing thing is that far too many writers, black and white, still view Africa and Africans through a Western and Christian lens."

During the three-day conference, scholars presented papers and discussed ideas focusing on different aspects of history. Each of the three days was devoted to a theme: "Movement of People, Ideas and Goods," "Networks and Connections Beyond the Nation State" and "Reconfigurations of 'Area' and 'State': Implications and Interactions." The three themes were divided into three sections each, Commercial Exchanges, Cultural Exchanges and Migration Diasporas; International Networks, Commercial Networks and Cultural Networks; and Constructions of Regions, Alternatives to the Conventionally Recognized Themes and Globalization. ◆

Ms. Arcaro is on detail to The Gazette, *the Library's staff newspaper.*

News from the Center for the Book

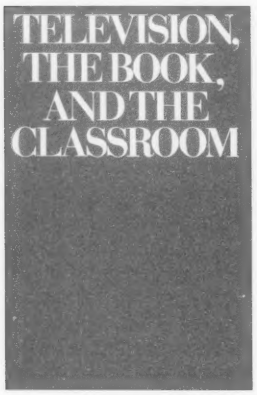
Publications Update

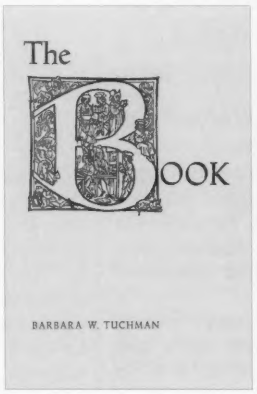
The Center for the Book will be 25 years old in October 2002. This is the first in an occasional series of articles that will summarize its activities during its first quarter century.

Since it was established in 1977, the Center for the Book has sponsored or cosponsored the publication of 52 books and 49 pamphlets. Many are still available, either from the Library of Congress Sales Shop or from a commercial publisher, but 22 are now out of print. For information about the availability of individual items, consult the Center for the Book's Web site: **www.loc.gov/cfbook**. The Center for the Book's publications are supported primarily by tax-deductible contributions from individuals, corporations and foundations.

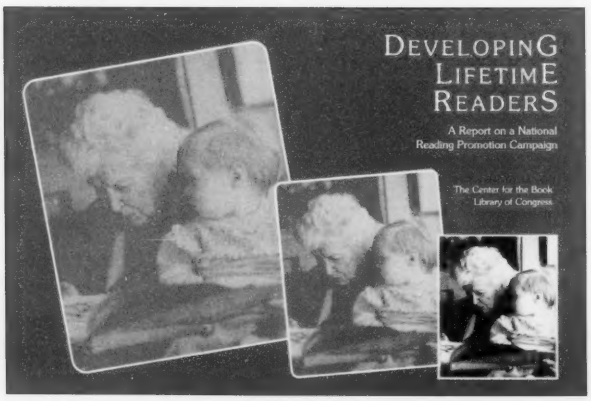
Television, the Book and the Classroom (1978) was the Center for the Book's first publication; its most recent is *Library History Research in America* (2000), published in cooperation with the University of Texas Press and one of its journals, *Libraries & Culture*. New publications planned for 2001-2003 include a major bibliography and history of the *Rivers of America* book series, to be published in association with Oak Knoll Press; an introduction and resource volume for the study of print culture in America, published in association with the University of Massachusetts Press and the American Antiquarian Society; a publication honoring Librarian of Congress Emeritus Daniel J. Boorstin; and a one-volume historical "encyclopedia" of the Library of Congress, a reference book that will provide brief descriptions of the Library's major collections, functions and organizational units and biographical information about many of its staff members.

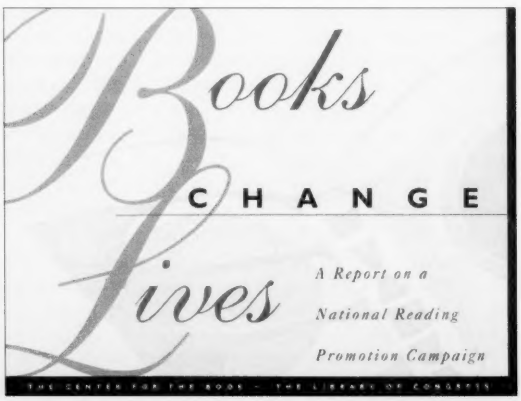
The Center for the Book's mission is to stimulate public interest in books, reading and libraries. Its publishing program is an important means of achieving this goal. ◆

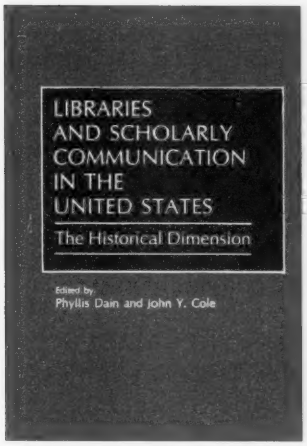


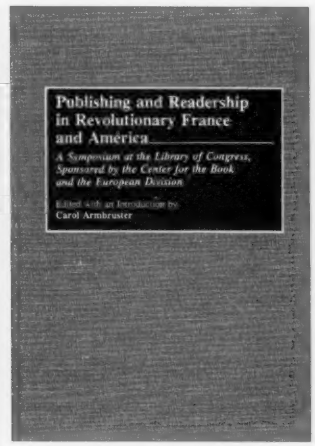


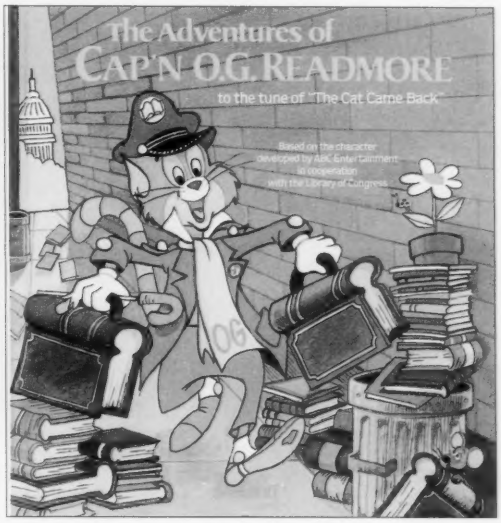
Television, the Book, and the Classroom **(1978) was the Center for the Book's first publication; historian Barbara Tuchman's lecture,** ***The Book*** **(1980), was the first pamphlet in the center's "Viewpoint" series;** ***Library: The Drama Within*** **(1996) was copublished with the University of New Mexico Press;** ***Developing Lifetime Readers*** **(1993) and** ***Books Change Lives*** **(1996) describe what happened across the country during these two Center for the Book national reading promotion campaigns.**


DEVELOPING LIFETIME READERS
A Report on a National Reading Promotion Campaign
The Center for the Book
Library of Congress

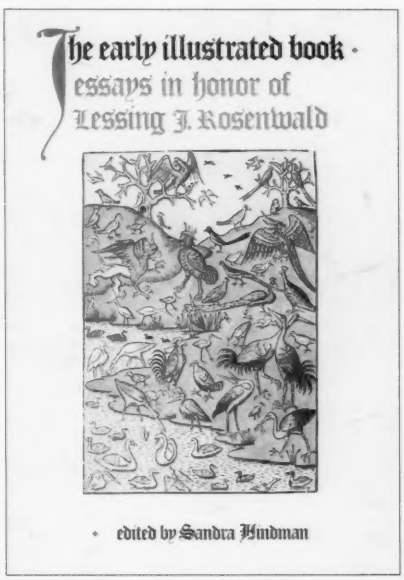


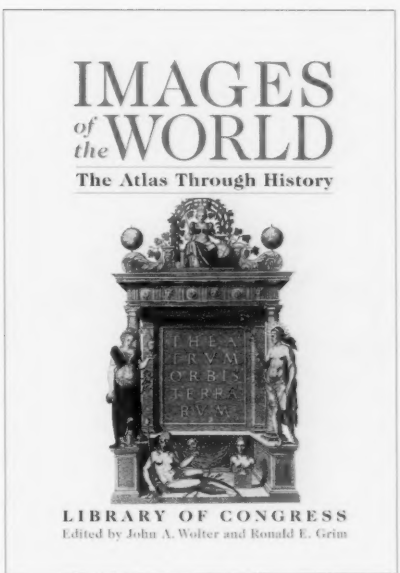


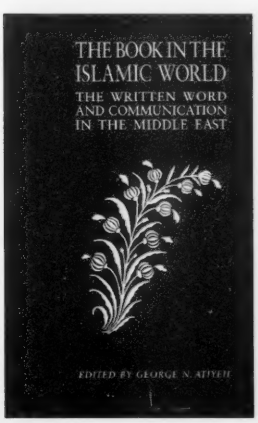

Publishing and Readership
in Revolutionary France
and America
A Symposium at the Library of Congress,
Sponsored by the Center for the Book
and the European Division
Edited with an Introduction by
Carol Armbruster

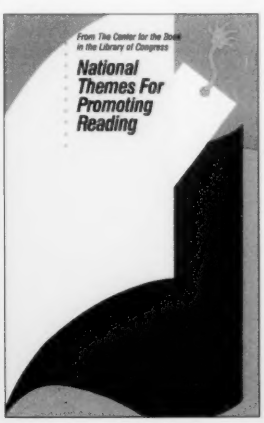

The Adventures of
CAP'N O.G. READMORE
to the tune of "The Cat Came Back"
Based on the character
developed by ABC Entertainment
in cooperation
with the Library of Congress

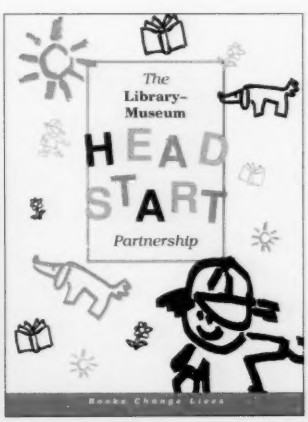
The Center for the Book's publications include books based on scholarly conferences at the Library of Congress and reading promotion handbooks, descriptions and studies. The conference proceedings pictured on this page resulted from symposia cosponsored by the center, the School of Library Service at Columbia University and the following Library of Congress divisions and sections: the European Division, the Rare Book and Special Collections Division, the Geography and Map Division and the Near East Section. The books were produced by three publishers: Greenwood Press, the Library of Congress and the State University of New York Press. *The Adventures of Cap'n O.G. Readmore* (Scholastic, 1984) describes a television character developed by the center and ABC Entertainment.

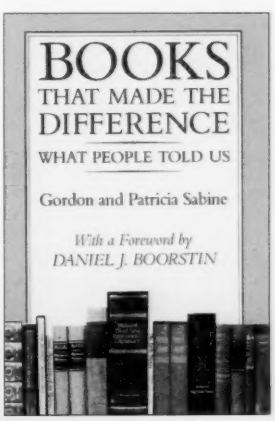












THE LIBRARY OF CONGRESS

PUBLIC AFFAIRS OFFICE
101 INDEPENDENCE AVE. S.E.
WASHINGTON, DC 20540-1610

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

FIRST CLASS MAIL
POSTAGE FEES PAID
LIBRARY OF CONGRESS
WASHINGTON, DC
PERMIT NO. G-103

DATED MATERIAL

LIBRARY OF CONGRESS
INFORMATION BULLETIN

ISSN 0041-7904

If you wish to be removed from the mailing list for this publication check here ☐ and return this page to the above address. If change is required enter on address label and return. To request missing issue(s) of the Bulletin, please address your inquires to the above address.

005DUS
Univ Microfilms Intn'l
ATTN Serials Acquisitions Dept
300 N Zeeb Rd
Ann Arbor MI 48103-1553